

Examining Bullying Intervention Motivations Through a Cost/Benefit Analysis

Natalie Spadafora, B. A. (Honors), BEd

Child and Youth Studies

Submitted in partial fulfillment
of the requirements for the degree of

Master of Arts

Faculty of Social Science, Brock University
St. Catharines, Ontario

© Natalie Spadafora, 2015

Abstract

The purpose of the present study was to examine the role of the bystander in bullying situations. A cost/benefit model was explored in researching factors adolescents consider in deciding whether to intervene when witnessing bullying. Adolescents in the present study ($N = 101$ (50.5% female), between the ages of 12 to 18, $M = 15.37$ years; $SD = 1.71$ years) completed self-report questionnaires, and also responded to bullying scenarios, stating how the bystander would react, while explaining potential personal costs and benefits. Adolescents were able to articulate various personal costs and benefits when making the decision to intervene. Conclusions of the present study include: 1) the evolutionary approach is quite informative in illuminating the decision process of the bystander, 2) adolescents' beliefs about bullying and the role of bystanders are different from their teachers', and 3) the rather explicit cost/benefit model could be used to develop more targeted anti-bullying programs.

Keywords: Bullying, bystanders, adolescents, evolutionary psychology, anti-bullying programs

Acknowledgements

First and foremost I need to thank my thesis supervisor, Dr. Zopito Marini. I would not be where I am today without the constant support and guidance, carefully balanced with many laughs and coffee breaks. You have been an exceptional mentor, and I have never hesitated to ask a question (or five!) about any issues that may have come up along the way. You have always done everything in your power to make sure that my graduate school experience was a positive one, and for that I cannot thank you enough. I do not know what I would have done without your abundance of knowledge, strategic mentorship, and always knowing when to push me that little bit further.

I was also fortunate to have wonderful internal committee members: Dr. Tony Volk and Dr. Heather Chalmers, who were not only extremely knowledgeable and supportive academically, but both of whom I have had the pleasure of getting to know over the last few years. Both of you played an integral role in supporting me when making the decision to begin the Master's program and have continued to support me along this process. The choice for me was a simple one, as there is no one else I would have rather had on my thesis committee.

Thank you also to my external examiner, Dr. Michael Ashton, whose careful eye and thought provoking questions only enhanced my final product. Thank you to all the adolescents, parents, club leaders/coaches who took the time to participate in my study. Thank you for sharing your experiences and allowing me to gain valuable insight into your social landscape.

Next, I must give a special mention to my Masters cohort – I think it's safe to say that my graduate school experience would not have been the same without you guys. Thank you for the constant support and dedication to making sure that each of us were successful in each of our endeavours. It has been an interesting journey and I am glad to have had such brilliant minds by my side!

Anyone who knows me knows that family and friends are the most important things to me – and I am truly grateful for each and every one of you in my life. To my friends – thank you for watching me grow along this process and for always supporting me. Only true friends would spend years pretending to be interested in what I was saying as I babbled on about statistical tests or bullying from an evolutionary perspective! Thank you for always being there to listen and always sharing in all of my accomplishments. Thank you to my family for their endless support and love, without whom, I would not be the person I am today. You are always there to share in my successes and are definitely the first to brag about my accomplishments. Thank you for always encouraging me to reach my fullest potential, and continuing to support me in anything I choose to do.

Table of Contents

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
INTRODUCTION	1
Bullying Subtypes	1
Bullying from an Evolutionary Perspective	2
Costs vs. Benefits in Decision Making	4
Rationale & Objectives	6
Research Questions	7
REVIEW OF LITERATURE	9
Types of Bullying & Intervention Dynamics	9
Bystanders	10
Motivations of Bystander Intervention	13
“Telling” as an Intervention	14
Other Factors that could Influence Intervention	15

Current Study	20
METHODOLOGY	21
Overview	21
Participants	21
Materials	22
Procedure	25
Qualitative Data Analysis	26
RESULTS	28
Data Analysis	28
Factor Analysis of Bullying Intervention Questionnaire	32
Frequencies of Intervention Behaviours	32
Age and Sex Differences	34
Examining Associations with Other Variables	35
Benefits and Costs of Intervening in a Bullying Scenario	39
Reasons Why Adolescents Choose to Intervene or Not	44
“Telling” as a Form of Intervention	49
DISCUSSION	52
Type of Bullying	52

Age and Sex Differences	55
Examination of Other Variables	57
Motivations of Intervention	60
“Telling” as a Form of Intervention	65
Implications	66
Limitations and Future Direction	68
Conclusion	70
REFERENCES	71
APPENDICES	80

List of Tables

<i>Table 1. Demographic Data: Sample Composition</i>	29
<i>Table 2. Means and Standard Deviations of All Composite Variables</i>	30
<i>Table 3. Correlation Table of all Composite Variables plus Age and Sex</i>	31
<i>Table 4. Frequencies of Intervention Responses by Type of Bullying</i>	33
<i>Table 5. Frequencies of Passive Responses by Type of Bullying</i>	33
<i>Table 6. Frequencies of Bullying Responses by Type of Bullying</i>	34
<i>Table 7. Hierarchical Regression Analysis Predicting Intervention with Empathy and Friendship</i>	36
<i>Table 8. Hierarchical Regression Analysis Predicting Joining the Bullying with Personality Traits</i>	37
<i>Table 9. Hierarchical Regression Analysis Predicting Joining the Bullying with Incivility</i>	37
<i>Table 10. Hierarchical Regression Analysis Predicting Passiveness with Personality Traits</i>	38
<i>Table 11. Hierarchical Regression Analysis Predicting Passiveness with Temperament Traits</i>	39
<i>Table 12. Themes of Potential Benefits of Intervening in a Bullying Scenario ...</i>	40
<i>Table 13. Themes of Potential Costs of Intervening in a Bullying Scenario</i>	42
<i>Table 14. Factors Adolescents Consider when choosing to Intervene in a Bullying Situation</i>	45
<i>Table 15. Factors Adolescents Consider when choosing to Not Intervene in a Bullying Situation</i>	47
<i>Table 16. Reasons Why Adolescents Choose to Tell or Not Tell Someone about Bullying</i>	50

List of Figures

<i>Figure 1.</i> Olweus' (2001) bullying Circle	11
<i>Figure 2.</i> Thornberg et al. (2012)'s Motivations of Bystander Intervention ...	63

List of Appendices

<i>Appendix A. Demographic and Bullying History Survey</i>	80
<i>Appendix B. Bullying Intervention Questionnaire</i>	82
<i>Appendix C. Social Self-Efficacy Scale</i>	87
<i>Appendix D. Early Adolescent Temperament Questionnaire-Revised</i>	88
<i>Appendix E. HEXACO Personality Scale (Revised)</i>	90
<i>Appendix F. In/civility Scale</i>	92
<i>Appendix G. Emotional Empathy Scale</i>	93
<i>Appendix H. Friendship Quality Questionnaire</i>	94
<i>Appendix I. Brock University Ethics Clearance</i>	95
<i>Appendix J. Sample E-mail Sent to Organizations</i>	96
<i>Appendix K. Sample Script to Recruit Participants</i>	97
<i>Appendix L. Adolescent Assent Form</i>	98
<i>Appendix M. Parental Consent Form</i>	101
<i>Appendix N. Letter of Invitation</i>	104

Chapter 1: Introduction

Throughout time, bullying has been a difficult concept to define, given its unique social dynamics. Olweus (1993) defines bullying as repeated negative actions over time, with negative actions being defined as an intentional infliction of discomfort, which can be either verbal, social or physical (Olweus, 1973). This definition not only focuses on the actions being “repeatedly and over time,” but also on a power imbalance, in other words, the victim will have a difficult time defending him or herself in a bullying situation (Olweus, 1993). Currently, there is an effort underway to re-define bullying, generally conceptualized as a sub-type of aggression between peers (Marini, Dane, Bosacki & YLC-CURA, 2006), with the three major characteristics considered being, 1) the behavior is goal directed, 2) it causes harm, and 3) there is a power imbalance between the victim and the bully (Volk, Dane & Marini, 2014). Its substantial prevalence in school settings makes it an important psychoeducational issue to be addressed as it not only can have negative psychosocial implications, but can also disrupt the overall learning environment (Marini, Dane & Kennedy, 2010).

Bullying Subtypes.

Bullying is a heterogeneous phenomenon with researchers focusing on both form and function. In regards to form, there are two predominant types of bullying that is usually considered, namely direct and indirect forms. Direct bullying is defined as causing overt, physical harm to an individual (Marini, 2009). In contrast, non-physical bullying, although less physically violent, is often more hidden, and falls under the category of indirect bullying. There seems to be less research on indirect bullying, which may also consist of acts carried out more secretly by means of exclusion or peer

pressure (Crick & Nelson, 2002). This type of bullying is much more difficult to research and analyze as it cannot always be observed. Previous work has found that overt (direct) aggression is more predominant in boys than girls, while both boys and girls have been found to engage in more social (indirect) forms of aggression (Crick, 1997; Crick & Grotpeter, 1995).

The functions of bullying behaviour are determined by motivations behind the individual deciding to engage in the aggressive action (Dodge & Coie, 1987; as cited in Card & Little, 2006). Proactive bullying is defined as intentional actions directed to attain a specific goal, while reactive bullying refers to actions done as a response to a perceived provocation, and is a goal-blocking action (Card & Little, 2006).

Bullying from an Evolutionary Perspective

While bullying has been examined from a number of perspectives, a current perspective involves evolutionary psychology. From an evolutionary perspective, bullying may be considered as part of a normative development of humans (Gordillo, 2011). Further, bullying can function as an adaptive behaviour for many adolescents, as opposed to being due to poor or maladaptive development (Volk, Camilleri, Dane & Marini, 2012). It has been found that some bullies often use aggressive actions in order to successfully attain their goals, suggesting that for some people bullying is an adaptive behaviour (Book, Volk & Hosker, 2011).

Adaptations generally come with both costs and benefits, and through this view, students would choose to take part in bullying behaviours when the benefits outweigh potential personal costs (Volk et al., 2012). Additionally, the choices made by each individual person will be dependent on the specific environment/situation, as well as the

personality traits of each individual person (Volk et al., 2012). The present study will take a similar perspective, applying these same ideas to the role of the bystander, by examining the factors student might consider when deciding whether to intervene when witnessing a bullying situation.

Evolution Theory. When examining human interactions, it is essential to investigate power relations amongst peers in order to determine social dominance and the motives behind their actions. Examining the form of human behaviours has been favoured over their function (Hawley, 2011), however, when considering bullying actions through an evolutionary perspective, it is essential to investigate the function of the actions that occur in social circles, particularly of adolescents. For example, within a social group, one can accumulate material needs through two manners, namely: 1) they can choose to do so through the use of aggression or 2) they can choose to take a more prosocial approach such as cooperation (Hawley, 2011). In other words, there are two distinct and very different ways in which an adolescent may choose to act within a social situation; however both are capable of having similar functions (Hawley, 2011), that is, the individual would be able to achieve similar results through each of these choices. Taking this idea within the context of bullying, it makes sense to take on an evolutionary perspective when examining the social dynamics that occur between adolescents as they struggle to attain both material possessions and social status within their social groups. Humans tend to use both of these forms at one time or another (Hawley, 2011), however, adolescents who tend to use aggressive forms to achieve their social goals would likely be described as the bullies within social situations. Additionally, those who are successful at attaining these goals are generally high status and popular within their peer

group (Hawley, Card & Little, 2007). The present study will adapt this perspective and apply it to the role of the bystander, with the idea that this unique role within the social group will also need to choose their behaviours based on the potential forms and functions. As stated by Salmivalli, Voeten & Poskiparta (2011), having bystanders who reinforce their aggressive actions may cause the perpetrator to view this as receiving the social power that they may have sought through taking part in the bullying action.

Costs vs. Benefits in Decision-Making. Although bullying can be categorized as a “risky behaviour”, it is possible that it may have positive outcomes (Jessor, 1991, Hawley, 2011). Therefore, it is important that both the costs and the benefits are taken into consideration when making decisions about risky behaviours, such as bullying (Hawley, 2011). In a study examining adolescent decision making when it came to engaging in risky behaviour, it was found that even if youth do not have a clear idea about positive outcomes, they will choose to engage in the behaviour that they believe will have a greater chance of a perceived positive outcome (Moore & Gallone, 1995). Specifically, adolescents will engage in a risky behaviour if they determine that there is a high chance of a favourable personal payoff for themselves (Moore & Gallone, 1995).

When examining aggression, despite the potential risk involved, there are also many potential advantages such as social status that can be attained through various forms of aggression (Hawley, 2011). As mentioned, bullying can be seen as a strategy used in social groups in order to attain power and resources, as social dominance plays a key role in interpersonal relationships (Reijntjes, Vermande, Goossens, Olthof, van de Schoot, Aleva & van der Meulen, 2013). Social dominance is often defined in terms of resource control (Hawley, 1999), which in the context of adolescent interpersonal

relations could include the youth who have the most playmates, have access to the best areas of the school yard and are treated with respect by those around them (Reijntjes et. al., 2013). Additionally, one may make the assumption that their actions will not have much of an effect on a situation, as in the case involving an overly powerful bully, defending the victim may be deemed relatively ineffective as a choice of action (Salmivalli, Voeten & Poskiparta, 2011).

Since adolescents may choose to use bullying as a strategy to increase one's resource control and therefore social dominance, it only makes sense that these same factors would have to be considered when it comes to develop bullying intervention. One's loss or gaining of resources and social dominance could occur as a result of choosing to intervene or not in a bullying situation. Hence, it is quite likely that adolescents would weigh these types of costs and benefits when choosing how to act within their social groups. These deciding factors will likely determine one's role within their social group (i.e., bully, victim, bystander, etc.). Based on this cost/benefit considerations, the present study considered these ideas specifically to the role of the bystander, that is, the idea that someone who witnesses a bullying incident will weigh potential costs and benefits for themselves, when choosing if and why they may or may not intervene in a bullying situation.

It was hypothesized that adolescents would adopt a perspective of "what's in it for me?" when placed in the position of witnessing a bullying situation. For example, on one hand, one may choose to not intervene in a bullying incident due to the fear that they will lose their own social status, in which case the cost of intervening outweighs the potential benefits. On the other hand, one may choose to intervene because the victim in a

particular bullying situation is their best friend, in which instance the benefit of helping their friend, outweighs any potential personal costs. The goal of the present study was to further examine these ideas, using a cost/benefit model through an evolutionary perspective to investigate what motivates those in the role of the bystander.

Rationale

Bullying has been studied intensively over the years, however generally focusing on the roles of either the bully or the victim. Since bullying is deemed a group process, it therefore becomes necessary to further research other roles in the bullying event such as the role of the bystander. Much of the current research of this unique role focuses simply on the “bystander effect,” that is, the phenomenon that one will decide to not intervene if there is a group of others present. In this regard, there has been limited research on what actually might contribute to motivating a bystander to intervene in a bullying situation (Cappadocia et al., 2012). For example, in their study, Cappadocia et al. (2012) found that the strongest indicator of failing to intervene in a bullying situation was the idea that they did not act because they felt it was not their place to intervene since the situation did not directly involve them or was not overly severe.

Objectives

The purpose of the present research was to examine the role of the bystander within bullying circumstances. Through a developmental, evolutionary perspective, a cost/benefit model was explored when investigating what factors adolescents considered when they were witness to a bullying situation. More specifically, the present study aimed to further investigate this unique role, examining the motivations behind one’s decision to intervene or not. The current study examined the idea that each individual

may go through a “decision-making process,” where choices are driven to maximize their own overall well-being (Larrick, Morgan & Nisbett, 1990). Through this type of cost-benefit decision-making model, it is assumed that when people are faced with a choice, each potential action will have a set of outcomes that will occur as a result, and each of these sets of outcomes will have a value to each individual person (Larrick, Morgan & Nisbett, 1990)

The Cappadocia study formed the basis for the choice of variables that were addressed in the present study, such as the cost/benefit matrix, as well as friendship quality with those involved, that is, how close the bystander potentially feels to the situation. The present study also included measures of incivility, personality, temperament, empathy and self-efficacy as predictors of intervention. Various types of bullying (verbal, cyber, relational, physical) were also assessed, providing an opportunity to determine if the type of bullying being witnessed had an effect on the cost/benefit model and therefore likelihood of bystander intervention.

Research Questions

The following research questions will be addressed as a part of the present study:

1. Does the type of bullying affect the cost-benefit intervention analysis?
 - 1.1 What type of bullying are adolescents most likely to intervene in?
2. What other individual factors are associated with intervention in bullying situation among adolescents?
3. What are the costs and benefits weighed by adolescents when making this decision?

3.1 What are the reasons adolescents may choose whether to intervene or not in a bullying situation?

Chapter 2: Literature Review

Types of Bullying & Intervention Dynamics

For the purposes of the present study, physical, relational, verbal and cyber bullying were examined. Physical bullying includes hitting, pushing and kicking (Wang, Iannotti, Luk & Nansel, 2010). Relational or social bullying consists of covert actions such as gossiping, spreading rumours about peers or excluding someone from a group activity (Wang et al., 2010; 2012). Verbal bullying involves the use of spoken words, directly and intentionally trying to make one feel bad or embarrass the victim including calling someone derogatory names, threatening or mocking them (Wang, Iannotti & Luk, 2012). Lastly, cyberbullying is a type of indirect bullying, done through an electronic means (e-mail, text messaging, social forums, etc), which takes place out of the view of the victim, providing the victimizer with anonymity and making identification much more difficult (Smith, Mahdavi, Carvalho & Tippett, 2006; Mishna, Khoury-Kassabri, Gadalla & Daciuk, 2012).

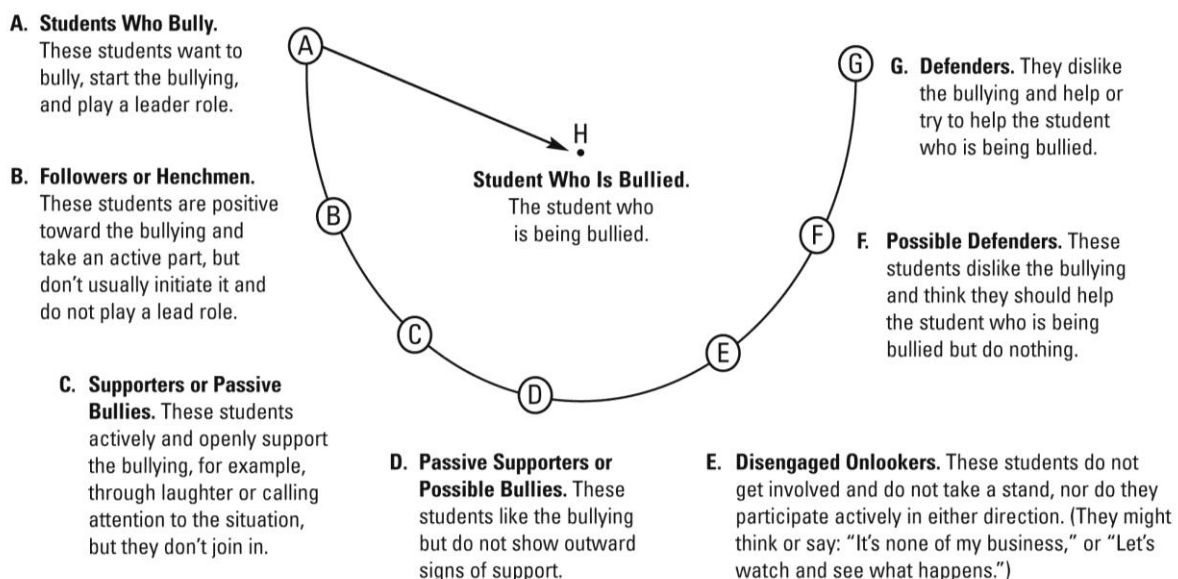
Recent research on bullying has been focused on its dynamics; that is, realizing that it is more than just an issue between the bully and the victim (Viadero, 2010). Rather, it is a complex and heterogeneous phenomenon, involving people in a number of roles and this must be kept in mind when developing interventions (Viadero, 2010). Given the complex ecology of bullying, it becomes more important to analyze group dynamics, as well as possible agents of protection against bullying. Some researchers have characterized bullying as a “group process” and therefore believe that the interventions against bullying should be targeted at the group level as opposed to the individual bullies or victims (Salmivalli, 2010).

Many intervention programs have been implemented in order to help reduce bullying. For example, teaching social skills to help students should they find themselves in a bullying situation (Schneider, 1992). Though these programs have shown some effective results, Marini & Dane (2008) propose that perhaps students are able to learn the social skills that are being taught in these programs, however are unable to properly apply these skills when actually faced with the situation. It is plausible that bystanders of bullying situations are aware that they are witnessing a negative circumstance, however are unable or unwilling to apply the skills they have learned to properly intervene in the situation.

Bystanders

Most bullying incidents directly or indirectly involve youth other than just the bully and the victim, as described in the “bullying circle” depicted by Olweus (2001). In this circle, there are eight participant roles in a bullying incident, with the first role being a student performing the bullying actions, and the last role being the student that is being bullied (Olweus, 2001). The importance of the bystander is emphasized through the idea of this bullying circle, as six of the participant roles are involved in some form of bystander role. Olweus’ (2001) bystander participant roles in the bullying circle include the followers, the supporters/passive bullies, the passive supporters/possible bullies, disengaged onlookers, possible defenders, and the defenders, showing that there are many potential roles for a bystander to take on within a bullying scenario (See Figure 1).

Figure 1. Olweus' (2001) Bullying Circle



Bystanders are active participants in bullying scenarios, through participating in the process in their everyday social interactions (Twemlow, Fonagy & Sacco, 2004). Other research has further investigated these bystander roles, differentiating between the “assistants of the bully” who are those individuals who choose to actively participant in the bullying behaviour, and the “reinforcers of the bully” who are those individuals who although may not directly participate in the aggression/harassment, however choose to give positive feedback and reinforce the bully through laughing or simply giving them an audience (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukialnen, 1996). Lastly, there are “defenders of the victim,” who are students who choose to take the side of the victim through a variety of means, including telling the teacher, comforting the victim or expressing their disapproval to the perpetrator (Salmivalli et al., 1996). Past research has found that peers have been present in over 85% of observed bullying episodes, underscoring the importance of examining the unique role of the bystander (Pepler & Craig, 1995). Other research has also found that when peers were present, they only

attempted to discourage the aggression about 25% of the time, (O'Connell, Pepler & Craig, 1999). The relationship between bystander behaviour and bullying frequency has often been implied, however, recent research confirmed that the frequency of bullying behaviour in a classroom decreases when bystanders choose to defend the victim, and increases when bystanders choose to reinforce the aggression (Salmivalli, Voeten & Poskiparta, 2011).

Recent research done by Rigby and Johnson (2014) found 97% of secondary school students said they had witnessed an occurrence of verbal bullying at least once, and 74% saying they had observed physical bullying, showing the high prevalence of bystander observations in adolescents. Past studies have indicated relatively low rates of bullying intervention, however, it is possible that over the last decade, there has been a historical effect, that is, it is possible that due to the strong emphasis on bullying education in recent years, students feel more socially responsible to intervene in bullying situations, given their increased awareness in the area (Cappadocia et. al, 2012). Boulton, Bucci & Hawker (1999) found that the majority of adolescents have a negative view towards bullying, and do have an interest in assisting the victim. Additionally, it has also been reported that when bystanders take action in a bullying situation and defend the victim, bullying occurrences are likely to decrease in schools (Salmivalli & Poskiparta, 2012; Salmivalli, Voeten, & Poskiparta, 2011; Salmivalli et al., 1996). As mentioned, despite most adolescents having negative views towards peer victimization, most witnesses to bullying behaviour choose to stay uninvolved when they are bystanders to instances of peer aggression or social exclusion (Ferrans, Selman & Feigenberg, 2012). The focus therefore needs to be on addressing reasons why the reported intervention rate

is so low, given that it seems students are aware of the negative consequences of bullying behaviour.

There is an increasing importance of examining the role of bystander and their influence in bullying situations as it can have an effect on the types of interventions that are implemented in order to reduce bullying actions (Salmivalli et al., 2011). Reasons for this include the fact that the behaviour of the bystander might be more easily influenced than that of an aggressive perpetrator, and through this, the potential social gain that is often associated with bullying (particularly through an evolutionary perspective) can be minimized, hopefully giving the bully a lower motivation to engage in the behaviour in the first place (Salmivalli, Voeten & Poskiparta, 2011).

Motivations of Bystander Intervention

As already mentioned, research has established participant roles in a bullying situation, where there is not only the bully and the victim, but also roles of the “others” involved as the reinforcers, assistants, defenders and outsiders (Craig et al., 2000; Salmivalli et al., 1996). Many people hold the belief that students would likely intervene in a bullying situation, however, it has been found that only 17% to 46% of students report actually choosing to intervene (Cappadocia et al., 2012). Additionally, age has been found to have a factor on the likelihood on whether or not a student might intervene in bullying behaviour, with 50% of students in middle school reporting that they would help the victim, while only one third of high school students reporting that this would be likely (Whitney and Smith, 1993). Similar results were reported by Cappadocia et al., 2012. There has been limited research on the specific motivations of bystanders when it comes to bullying intervention. More importantly, while it has been easier to identify

why students may choose to intervene in bullying situations, their specific motivations for choosing not to intervene are less clear (Rock & Baird, 2011).

A study by Forsberg, Thornberg & Samuelsson (2014) further examined the role of the bystander and the reactions of Swedish students in bullying situations, and why or why not a student might intervene. It was found that moral disengagement, as well as status of friendship were both factors that affected a student's choice to intervene in a bullying situation (Forsberg, Thornberg & Samuelsson, 2014). Additionally, Cappadocia et al. (2012) found that the biggest reason students chose to intervene was a feeling of social justice, while students choosing to not intervene in a bullying situation, simply felt that it was not their place to intervene. The present study will build on these ideas, but will capitalize on an evolutionary psychology perspective where the starting point will assume the perspective that student's will have more of a utilitarian approach embodied by a "what's in it for me" attitude when making the decision to intervene.

"Telling" as an Intervention

Despite the prevalence of bullying discussion within the school system, few students are willing to admit to someone that they are being bullied (Oliver & Candappa, 2007). Hence, to obtain a more comprehensive picture, researchers need to examine other roles, such as that of the bystander, in order to determine ways in which this role could potentially be a catalyst to bullying intervention. The further importance of student intervention is emphasized through the idea that the strongest predictor of teacher involvement in a bullying situation was being told by a bystander that bullying was occurring (Novick & Isaacs, 2010). In other words, student reports of bullying actions are important when looking for adult intervention; however students may not always

choose to get involved when witnessing a bullying incident. Thus, it is important to examine the root causes as to why or why not a student may choose to tell the teacher about a bullying incident. Although it has been established that students show discretion when choosing to intervene in a bullying situation, reasons why they choose not to act when witnessing these situations are still unclear (Rock & Baird, 2011). One potential reason is the lack of strategies of intervention, as Rock & Baird (2011) also found that age played a factor, with older students offering significantly more strategies for intervention than younger students. There is clearly a contradiction here, given that previously, we mentioned that older students tended to be less likely to intervene in bullying situations (Cappadocia et al., 2012), perhaps suggesting that as adolescents increase in age, they are given more strategies which how to deal with social situations, however are less likely to actually enact them. In order to understand some of the mechanisms responsible for this contradiction, a cost/benefit model will be explored in the present study. Since bullying can be seen as a social strategy (Reijntjes, et al, 2013), the present study will focus on bullying intervention as a possible tool within social interactions among children and youth.

Other Factors that Could Influence Intervention

Self-Efficacy. Self-efficacy is defined by Bandura (1995) in his social learning theory as having belief in one's own capabilities to produce desired results through one's own actions. In the discussion of bullying intervention, self-efficacy is a variable of interest as it could be hypothesized that individuals with high levels of self-efficacy would be more likely to intervene in bullying situations. Bandura (1997) also argued that an individual, who may be faced with a problem, will generally know what actions need

to be carried out to change the problem. However, an individual must not only know what needs to be done to fix a problem, but they also must be confident in his/her ability to be able to execute the chosen behaviour (Muris, 2001). The three main domains of self-efficacy assessed in adolescents include academic self-efficacy, social self-efficacy, and emotional self-efficacy (Bandura, Pastorelli, Barbaranelli & Caprara, 1999). For the purposes of the present study, social self-efficacy will be examined, which has to do with a child's capability to deal with social challenges and peer relationships, (Bandura et. al, 1999) to see if there is a relationship with bullying intervention.

Empathy. Empathy has been defined in a variety of ways over the years, including cognitive aspects, such as taking the perspective of others, as well as being defined as emotional responses/sympathy as a reaction to the feelings of others (Caruso & Mayer, 1998; Mehrabian & Epstein, 1972). The most recent definitions are multidimensional, that is, including both cognitive and emotional methods in the study of empathy (Caruso & Mayer, 1998). In relation to bullying, empathy is an important variable to be examined in the context of bystander intervention, as one may be more likely to intervene in a bullying situation if they are able to take on the perspective of the victim and feel sympathy towards him/her.

Temperament. Temperament is defined as individual differences in both self-regulation and reactivity that are impacted through a variety of factors, including biology and maturation, combined with one's experience (Rothbart & Derryberry, 1981; Rothbart, 2011). This is an important aspect to discuss in relation to bullying, as it has been shown to differentiate between reactive and proactive forms of aggression (Dane & Marini, 2014). Through a developmental perspective, the proposed study will examine

temperament in relation to the role of the bystander, investigating a potential link between aspects of self-regulation and reactivity and one's likelihood to intervene in a bullying situation. All four dimensions of temperament will be examined in the present study. Surgency involves seeking high levels of pleasure, while having low levels of fear and shyness (Ellis & Rothbart, 2001). Effortful control has to do with behavioural and emotional regulation, as well as inhibition control (the ability to hold back inappropriate responses) and the ability to focus and direct attention (Henderson & Wachs, 2007). Negative affect has to do with characteristics of irritability and frustration (Henderson & Wachs, 2007; Ellis & Rothbart, 2001). Lastly, affiliation involves experiencing emotional traits such as grief and empathy, while having a sincere concern for the well-being of others (Evans & Rothbart, 2007).

Personality. Both temperament and personality measure individual differences, with personality focusing on aspects that develop later on, including cognition, skills, beliefs, morals, and judgments (De Pauw & Mervielde, 2010; Shiner & Caspi, 2012). When conceptualizing temperament and personality, it seems that it is genetic predispositions that contribute to stability in traits, whereas changes can be attributed to environmental differences (Farrell et al., 2015). It is important to examine both temperament and personality in the stage of adolescence, as temperament is generally examined in the earlier stages of development, whereas personality tends to be examined later on (Farrell et al., 2015). For the purposes of the present study, the HEXACO personality scale was used to measure various personality traits (Lee & Ashton, 2007). The present study will focus on Honesty-Humility, a trait that is comprised of fairness, sincerity, and modesty, while being unwilling to exploit others for their own personal

gain (Ashton, Lee, Pozzebon, Visser & Worth, 2010). Another trait from this scale to be examined in the present study is emotionality, a personality trait that is based around fearfulness, dependence, anxiety, and sentimentality, and is focused on the survival oneself and their family (Ashton et. al, 2010). The last personality trait to be discussed in the present study is agreeableness, which is the ability to exhibit tolerance and choose to forgive some level of mistreatment by others (Aston, et. al, 2010).

Friendship. As discussed, bullying is a group process; therefore peer acceptance plays a role in this unique dynamic. Specifically, strong social support will be examined, that is, having a strong friendship dyad, as opposed to simply examining group acceptance (see Parker & Asher, 1993). In the context of bystander intervention, having a strong friendship dyad could be a potential predictor of one's likelihood to intervene in a particular bullying situation. Research by Parker & Asher (1993) found that a clear distinction needs to continue to be made between group acceptance and having a strong friendship, as they found that not all adolescents who were highly accepted within the group had friends. A more recent study found that students in grade nine were more likely to support the victim of bullying situations when they are friends with the victim, compared to almost never intervening when the victim is a stranger (Nishina & Bellmore, 2010). This is important in the present study, as it is possible that highly accepted peers may not be the most likely group to intervene, and instead, someone who has a strong connection/friendship to the victim might be a more likely candidate.

In/Civility. According to a seminal study by Andersson and Pearson (1999) incivility can be characterized as a "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of ...norms for mutual respect..." (pg. 457). Over the

years, researchers have traditionally focused on more explicit antisocial behaviours of greater intensity, such as aggression and bullying. According to a number of researchers, if incivility is allowed to continue, it has the potential to slowly begin to undermine a group's social standards and harm group functioning (see Hunt & Marini, 2012; Lim, Cortina, & Magley, 2008). Incivility is a concept that is often overlooked in current bullying research, covering a wide range of actions, from simply disrupting a classroom discussion with a loud side conversation to more serious outcomes that result from threats and intimidation (Marini, 2009). In light of the possible links between incivility and bullying (Marini, 2009), it becomes important that research include incivility as a variable of interest. Specifically, if incivility is allowed to continue unopposed, it can slowly begin to undermine a group's social standards and harm group functioning (Lim, Cortina & Magley, 2008). The present study included incivility as a variable of interest due to its importance and the possible links between it and various bullying behaviours, more specifically, incivility will be examined as a potential precursors and predictor of bullying involvement.

Current Study

From the literature, it supports the view that while there has been extensive research done on the topic of bullying, much less has been done on the role of the bystander, with very little research focusing on what actually motivates adolescents to choose to intervene. Adopting an evolutionary perspective, this thesis focused on investigating the reasons adolescents may choose to intervene or not in a bullying situation, and what costs and benefits are considered. Additionally, I have explored what other factors (i.e., age, temperament etc.) can affect this decision-making process. As

already mentioned, the present study will look to examine the following research questions:

1. Does the type of bullying affect the cost-benefit intervention analysis?
 - 1.1 What type of bullying are adolescents most likely to intervene in?
2. What other individual factors are associated with intervention in bullying situation among adolescents?
3. What are the costs and benefits weighed by adolescents when making this decision?
 - 3.1 What are the reasons adolescents may choose whether to intervene or not in a bullying situation?

Chapter 3: Methodology

Overview

In order to explore the cost/benefit model in bullying interventions, both quantitative and qualitative means of data analysis were utilized in the present study. Quantitative and qualitative results were used to enhance the comprehensiveness of the study that simply using one type of analysis could not have provided (Hanson, Creswell, Plano Clark, Petska & Creswell, 2005). For the purposes of the present study, the two types of data analysis were kept separate, with the first two research questions being explored using quantitative analysis, while the third research question was explored using qualitative analysis. Specifically, quantitative analysis was used to describe the sample, examine the frequencies among the different types of bullying and to examine associations with individual factors and intervention. Qualitative analysis was used to explore adolescent motivations of intervention, specifically the costs and benefits associated with each choice, in order to gain a better understand of the viewpoint/thoughts of the adolescent participants.

Participants

The sample of the present study were 101 adolescents (50.5% female) between the ages of 12 to 18 ($M=15.37$ $SD=1.71$). The participants were predominantly white (84%; 9.9% racial minorities, 6% did not report ethnicity). Most of the adolescents in the present study reported their family to be about the same in richness compared to average Canadian families (63.4%). The participants were accessed through organizations within the Niagara Region. Since the participants are under the age of eighteen, parental consent was also required.

Materials

Demographic and Bullying History Survey. (as used in Volk, 2009; Farrell et al., 2014) This first survey starts with a brief set of demographic questions (i.e. gender, age, race, socioeconomic status) as well as a set of twelve questions about the bullying history of the participant (six questions asking about bullying actions and six about victimization) (Appendix A) i.e. “Overall, how often have you been bullied by someone much stronger or more popular than you?”

Bullying Intervention Questionnaire. This questionnaire was constructed using four bullying scenarios (one of each verbal bullying, physical bullying, relational bullying and cyberbullying) which were modified from past studies used to examine teacher’s perceptions of bullying situations and how they would intervene (Bauman & DelRio, 2006; Yoon & Kerber, 2003). The options for response after reading each of these scenarios were taken from the Bystander Behaviour Scale (Thornberg & Jungert, 2013), and modified to fit each scenario. A likert scale was then added to make the questionnaire more user-friendly. Previous bystander intervention research has found that there is a difference between data through observational research and self-report research, as students may be more likely to respond using responses that they feel are most socially desirable (Rigby & Johnson, 2006). The participants were presented with scenarios using random names, in the hopes that they will select the answer that they think is actually likely to happen, rather than simply giving the answer they deem to be “socially acceptable”. Through this technique, it is hoped that transfer effect occurred as they read the scenarios, to a similar situation they had witnessed through their own experiences. Additionally, after each scenario students were given the opportunity to

explain why they thought each decision would be made, as well as the potential costs and benefits for each decision. The last page of this questionnaire (Appendix B) allowed participants to express their thoughts and feelings on times that they have witnessed a bullying situation and been in the position of the bystander. (E.g. “Think of a time you intervened in a bullying situation. What did you do? Why do you think you chose to make that decision?”) Each of the questions in this last section were created with the cost/benefit model as the basis.

Social Self-Efficacy Scale (Muris, 2001). The Self-Efficacy Questionnaire for Children (Muris, 2001) originally is composed of 24 items, divided into three sections, each representing a domain of self-efficacy (social self-efficacy, academic self-efficacy, emotional self-efficacy). For the purposes of the present study, only the social self-efficacy scale will be used, comprised of eight items, and scored on a five point scale, with 1=not very well and 5=very well (Appendix C). The Cronbach’s alpha for the Social Self-Efficacy Questionnaire is .85 (Muris, 2001). Items on the scale require the adolescents to self-assess their ability to successfully negotiate in social situations and interactions. i.e. “How well can you express your opinions when other classmates disagree with you?”

Early Adolescent Temperament Questionnaire - Revised. (EATQ; Capaldi & Rothbard, 1992; Ellis & Rothbart, 2001). The original Early Adolescent Temperament Questionnaire was revised in order to provide a better assessment of characteristics of temperament related to self-regulation in adolescents (Ellis & Rothbart, 2001). The composition of the revised scale was done through a study analysis, with the following four factors established: Effortful Control (Attention, Activation, Control, Inhibitory

Control), Surgency (High Intensity Pleasure, Low Levels of Shyness, Low Levels of Fear), Affiliativeness (Affiliation, Perceptual Sensitivity, Pleasure Sensitivity), and Negative Affect (Irritability, Frustration), with coefficient alphas for the scales ranging from .64-.81 (Ellis & Rothbart, 2001). For the present study, the 44 item EATQ-R scale was shortened simply for length, while still including each of the four factors (Appendix D). i.e. “It is easy for me to really concentrate on homework problems.”

HEXACO Personality Scale (Ashton & Lee, 2007). This scale was developed by Ashton & Lee, similar to the “Big-Five Personality Model,” with the big difference being that it examines six main personality factors. For the purposes of the present study, only three personality factors were examined: Honest-Humility, Emotionality and Agreeableness. The present study used a scale of 30 items (10 items for each personality factor) (Appendix E). i.e. “I sometimes can’t help worrying about little things.”

In/Civility Scale. (Marini, 2009) A self-report five-point and twelve item likert scale in which participants indicated the answer that best described their belief on a variety of situations, ranging from 1 being “definitely wrong” and 5 being “definitely OK” (Appendix F). i.e. “Packing up books before a lesson is over.”

Emotional Empathy Scale. (Caruso & Mayer, 1998). This was originally a 30 item scale with an alpha reliability of .88 (Caruso & Mayer, 1998). The scale was tested on both adults and adolescents (aged 11 to 18 years) of mixed ethnic background (Caruso & Mayer, 1998). For the purposes of the present study, the full version of the scale was condensed to eleven items (Appendix G). Participants will rank the items on the scale from 1 (strongly disagree) to 5 (strongly agree). i.e. “It makes me happy when I see people being nice to each other.”

Friendship Quality Questionnaire. (Parker & Asher, 1993). The Friendship Quality Questionnaire ($\alpha=.82$) was originally comprised of 40 items and six subscales: Validation and Caring ($\alpha=.90$), Conflict Resolution ($\alpha=.73$), Conflict and Betrayal ($\alpha=.84$), Help and Guidance ($\alpha=.90$), Companionship and Recreation ($\alpha=.75$) and Intimate Exchange ($\alpha=.86$), with each subscale showing a strong alpha reliability (Parker & Asher, 1993). For the purposes of the current study, a 21 item revised version of this scale was used (Appendix H), asking the participant to think about their best friendship with a friend, and respond on a scale with 1 = not at all true, and 5=really true. I.e. “_____ and I always tell each other about our problems.”

For the purposes of the present study, most of the described surveys were edited for the sole purpose of length, as it was felt that taking longer than half an hour to complete the surveys would be a lot of ask of the adolescent participants.

Procedure

Following clearance from the Brock University Ethics Board (Appendix I), coaches and leaders from various organizations in the Niagara Region were contacted (Appendix J) in order to acquire permission to visit a meeting or practice in order to recruit participants. Types of organizations included rowing teams, community clubs, church groups, gymnastics groups and basketball teams. Potential participants were informed of details of the study, and informed that participation was completely voluntary (Appendix K). They were informed of their need to both give their consent to participate (Appendix L), but also, that they would require the permission of their parents in order to participate (Appendix M). They were also informed that if they chose to participate that their name would be entered into a draw to win a gift card. Interested

participants were given a package with the consent/assent forms, as well as a copy of each of the surveys discussed above. Participants were asked to complete all surveys in the package to the best of their ability, while being reminded that if at any time they felt uncomfortable, they were able to withdraw from the study without punishment (Appendix N). Surveys took approximately thirty minutes for each participant to complete.

The following week, any completed survey packages were collected. Adolescents who participated in the study had their name entered into a draw and were notified via e-mail if they were a winner. After survey packages were collected, surveys along with consent/assent forms were numbered, and the forms were then separated from the surveys in order to ensure anonymity. Survey responses were then entered into the computer, and once this was done, both surveys and consent/assent forms were stored under lock and key with access only to the researchers involved in the study. Quantitative data was entered into SPSS for statistical analysis and written responses were entered into Microsoft Excel in order to be organized by question, and were then coded to find emerging themes.

Qualitative Data Analysis. In order to analyze the qualitative responses, an analytic circle approach was used, where emerging themes were examined, without any pre-conceived ideas in mind (Creswell, 2007). In other words, the purpose of the qualitative responses was to see the opinions and viewpoints of the adolescents when it came to the costs and benefits of intervention, and analyzing the responses through seeing what themes were reoccurring. The written responses were transferred into Microsoft Excel, and organized by each open-ended question. The researcher went through the

responses of each question multiple times, making notes of overall ideas that seemed to be reoccurring. Responses were then grouped and coded based on common overall themes (the themes that came up the most). The researcher then counted how many times each overall theme came up in order to give an idea of how prominent each theme was for each question. This is an important step as it visually displays how often a certain theme was mentioned, while also helping protect against potential bias (Miles, Huberman & Saldana, 2014). This process was repeated for each open-ended question, and then tables were created in order to easily visually display the data.

Chapter 4: Results

Data Analysis

As the surveys were returned, they were inputted into IBM SPSS Statistics version 20, and statistical analysis was completed. Variables were coded accordingly and composite variables were created.

A missingness analysis revealed missing data within the variables ranging from 0% missing to 6.9% missing (ethnicity, friendship quality). There was no pattern in the missing data, it simply seemed that as participants got closer to the end of the questionnaires, they were more likely to skip questions or not fill in the last survey questions (Friendship Quality Questionnaire). Since 6.9% is close to the cutoff of 5% for missing data in a dataset (Tabachnick & Fidell, 2007) and it was important to keep the sample size (N=101), mean substitution was used to deal with the missing data. The new dataset was compared against the non-replaced data and there were no significant differences. It is also worth noting that when it came to the Bullying Intervention Questionnaire, adolescents would fill out all the quantitative data responses (complete the scales), however if they chose to leave questions blank, they left the written responses blank. This was fortunate, however, as it did not affect the missingness of the quantitative dataset.

Additionally, all variables were scanned for issues of skewness and kurtosis, all falling within the normal limits, with the exception of the empathy variable which had a kurtosis of 3.01. Upon further examination, it was found that this was due to one individual potential outlier due to low levels of empathy at the univariate level, and therefore was simply noted until further analysis (Tabachnick & Fidell, 2007).

A descriptive analysis revealed the sample (N=101) ranged from ages 12-18 and was almost split in half of males and females. Table 1 breaks down the demographics of the present sample.

Table 1.

Demographic Data: Sample Composition

N = 101		
Gender	Males	50 (49.5%)
	Females	51 (50.5%)
Age	12	10
	13	4
	14	17
	15	17
	16	20
	17	27
	18	6
Average	(15 years of age)	$M = 15.37, SD = 1.70$
Grade	7	11 (10.9%)
	8	6 (5.9%)
	9	20 (19.8%)
	10	19 (18.8%)
	11	20 (19.8%)
	12	25 (24.8%)
Average	(grade 10)	$M = 10.05 SD = 1.62$
Family SES	A lot less rich	3 (3%)
	Less rich	12 (11.9%)
	About the same	64 (63.4%)
	More rich	21 (20.8%)
	A lot more rich	0 (0%)
	Missing	1 (1%)
Average	(About the same)	$M = 3.03 SD = 0.67$
Ethnicity	Caucasian/Canadian	85 (84%)
	Asian	3 (3%)
	Native	2 (2%)
	Mexican	1 (1%)
	Indian	1 (1%)
	Black	3 (3%)
	Did not Report	6 (5.9%)
(Caucasian/Canadian)		

For the purposes of the present study, it was required to create composite variables of incivility, empathy, personality and temperament factors, self-efficacy, friendship quality, as well as variables of those who responded with items of intervention, being passive or joining in the bullying in the different bullying scenarios. Table 2 displays the means and standard deviations on each of the composite variables, while Table 3 shows the correlations among all the composites, as well as with age and gender.

Table 2.

<i>Means and Standard Deviations for All Composite Variables</i>		
Variable	<i>M</i>	<i>SD</i>
Self-Efficacy	3.72	0.54
Incivility	1.70	0.47
Personality: Honesty-Humility	3.19	0.46
Personality: Emotionality	3.49	0.58
Personality: Agreeableness	3.12	0.60
Temperament: Surgency	3.22	0.44
Temperament: Negative Affect	3.61	0.62
Temperament: Effortful Control	3.27	0.57
Temperament: Affiliativeness	4.09	0.71
Empathy	3.89	0.52
Friendship Quality	4.02	0.58
Bullying Scenario – Intervention	2.81	0.74
Bullying Scenario – Join Bullying	2.32	0.71
Bullying Scenario – Passive	3.30	0.67

Note: All variables ($n = 101$) except: honesty-humility and negative affect ($n = 99$), agreeableness ($n = 98$), surgency and empathy ($n = 96$) and emotionality and friendship quality ($n = 95$).

Table 3.

Correlation Table of all Composite Variables plus Age and Sex

Variable	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.Age	-.108	.343**	-.389**	-.012	-.151	.058	.082	-.254*	-.034	-.122	-.112	-.138	.259**	.293**
2. Gender ^a	-.076	-.015	0.188	.411**	-.043	.065	-.132	.153	.229*	.291**	.318**	-.032	.030	0.99
3. Self-Efficacy	-	-.171	.063	.091	.172	-.167	-.075	.194	.185	.275**	.216*	.027	.046	-.192
4. Incivility		-	-.453**	-.065	-.212*	.053	.093	-.298**	-.195	-.290**	-.108	-.207*	.268**	.179
5. Honesty-Humility			-	.116	.191	-.101	-.111	.340**	.220*	.264**	.112	.017	-.089	-.068
6. Emotionality				-	.031	.284*	-.013	-.003	.267**	.575**	.262*	.154	-.044	.110
7. Agreeableness					-	-.133	-.195	.133	.200*	.195	.231*	.110	-.316**	-.190
8. Surgency						-	.281**	-.105	.141	.133	.003	.022	.165	.075
9. Negative Affect							-	-.139	.180	.003	.075	-.129	.189	.154
10. Effortful Control								-	.301**	.261*	.185	-.066	-.135	-.155
11. Affiliativeness									-	.638**	.582**	-.018	-.051	-.043
12. Empathy										-	.439**	.134	-.176	-.053
13. Friendship											-	-.125	-.089	.018
14. Intervention												-	-.453**	-.537**
15. Bullying													-	.509**
16. Passive														-

Note. ^a Gender: 1 = male, 2 = female. * $p < .05$. ** $p < .01$

Factor Analysis of Bullying Intervention Questionnaire Items

In order to confirm how composite variables should be created for the items on the bullying intervention questionnaire, the items were put into a factor analysis, to ensure that the items were grouped accordingly. The same factor analysis was completed for each of the items for each of the different types of bullying to ensure that the items loaded the same across the four scenarios. Two distinct factors were revealed. Using a Promax rotation on the 7 (or 6 for cyber) items for the verbal, cyber, relational and physical scenario questions, it was found that the two revealed components accounted for 68.33%, 71.72%, 75.76%, 77.27% of the variance respectively. Through an exploration of the pattern matrix for each of the four loadings, and using a cut-off value of .45 (20% variance; Tabachnick & Fidell, 2013), the first component reflected intervening in a bullying situation (consisting of 3 items), while the second component reflected taking the side of the bully (consisting of 4 items). This was consistent across all four of the factor analyses. Composite variables of “Intervention” and “Bullying” were created based on these factor loadings.

Frequencies of Intervention Behaviour

Using the created composite variables through the factor analysis results, frequencies were run using these variables for each of the four scenarios (verbal, cyber, relational, physical). For the purposes of this analysis, the item of “wouldn’t do anything and would be quiet and passive instead” was left on its own in order to have a measure of those who responded that the bystander would do nothing in the bullying situation as opposed to just having the options of either intervening or joining in the bullying. As a result, there are three overall choices for each bystander in each hypothetical scenario.

The bystander could intervene (comprised of getting the bully to stop or telling a teacher), the bystander could do nothing (and be quiet and passive instead), or the bystander could encourage the bully (comprised of making fun of the victim, joining in the bullying, sitting back and watching for entertainment and laughing and cheering on the bully). Frequencies were run to compare what adolescents responded as the most likely responses for the bystander in each of the scenarios, as well, to compare these responses across the different types of bullying.

Table 4.

Frequencies of Intervention Responses by Type of Bullying

	Very unlikely /unlikely	Not sure	Likely/very likely
Verbal Scenario	63 (62.3%)	27 (26.8%)	11 (10.9%)
Cyber-bullying Scenario	52 (51.5%)	31 (30.7%)	18 (17.9%)
Relational Bullying Scenario	42 (42.4%)	31 (31.3%)	26 (26.3%)
Physical Bullying Scenario	39 (39.4%)	29 (29.3%)	31 (31.3%)

Table 5.

Frequencies of Passive Responses by Type of Bullying

	Very unlikely /unlikely	Not sure	Likely/very likely
Verbal Scenario	15 (14.9%)	21 (20.8%)	65 (63.3%)
Cyber-bullying Scenario	20 (19.8%)	25 (24.8%)	56 (55.5%)
Relational Bullying Scenario	34 (34.7%)	24 (24.5%)	40 (40.8%)
Physical Bullying Scenario	40 (41.7%)	24 (25%)	32 (33.4%)

Table 6.

Frequencies of Bullying Responses by Type of Bullying

	Very unlikely /unlikely	Not sure	Likely/very likely
Verbal Scenario	51 (50.6%)	39 (38.5%)	11 (11%)
Cyber-bullying Scenario	85 (84.1%)	14 (13.9%)	2 (2%)
Relational Bullying Scenario	76 (77.5%)	16 (16.3%)	6 (6.1%)
Physical Bullying Scenario	63 (64.2%)	26 (26.5%)	9 (9.1%)

Note: relational and physical bullying missing; $n=3$

The option of being passive and not doing anything when witnessing the bullying situation was most likely when the bystander was witnessing verbal bullying (63.3%), while it was least likely to choose that the bystander would just be quiet and do nothing when witnessing a situation of physical bullying (33.4%). When it came to the items that had to do with joining in the bullying or encouraging the bully, frequencies of choosing these options were relatively low, with joining in with cyber-bullying being the least likely (2%), while joining in with verbal bullying was the most likely at 11%. Lastly, when it came to the items that directly involved trying to stop the bullying (trying to stop the bully directly or telling an adult), 62.3% of participants reported that it was “unlikely” or “very unlikely that the bystander would intervene in a verbal bullying situation, versus 39.4% when it was witnessing a physical bullying situation.

Age and Sex Differences

Using independent samples t-tests, no significant differences when it came to gender on the intervention, passive bystander, or joining in the bullying variable. Since previous research had found differences in intervention between high school and middle school, another independent t-test was used to explore differences between older and younger grades. For the purposes of the present sample in order to create a relatively

even split among the two groups, the sample was divided in to grades 7-10 ($n = 56$) and grades 11-12 ($n = 45$). Significant differences were found among the intervention variable ($t(99) = -2.33, p = .043$), with the lower grade levels ($M = 2.96, SD = .818$) more likely to state that the bystander would intervene than the senior grades ($M = 2.62, SD = .581$).

Significant differences were also found between these same grade groupings when it came to those who responded that the bystander would do nothing and be passive when witnessing the bullying situation ($t(99) = 3.704, p = .000$). In this case, the older age group was found to be more likely to state that the bystander would be passive ($M = 3.561, SD = .656$) than the lower grades ($M = 3.09, SD = .606$). Lastly, similar significant differences were found on the variable stating that the bystander would join in the bullying ($t(99) = 2.931, p = .004$). Similar to the passive variable, the group with the senior grade levels were more likely to state that the bystander would choose to join in the bullying when witnessing a bullying situation ($M = 2.54, SD = .652$) compared the grade 7-10 group ($M = 2.14, SD = .702$).

Examining Associations with Other Variables

In order to examine potential associations between the choices when it came to witnessing a bullying situation and other variables, statistical regression was utilized. All scores for each of the variables were assessed using standardized scores. Mean centering is useful in cases with likert scales as there is no 0 value, and can also assist with issues of multicollinearity (Fields, 2013). In order to explore the variables of interest with either the intervention, passive, or join in the bullying variable as the dependent variable, age

and sex were always inputted in block 1 in order to control for these variables, and the variables of interest were inputted in block 2.

Intervention Variable.

In a first regression equation predicting intervention, personality factors were examined, however, none of these traits were found to be significant. The same was done with the four temperament factors, however once again none of these factors were found to be significant predictors of this variable. In a third regression model, empathy and friendship quality were used as the independent variables, accounting for 7.4% of the variance (Table 7). Both empathy ($\beta = .212$, $t(4) = 1.93$, $p = .057$) and friendship quality ($\beta = -.211$, $t(4) = -1.91$, $p = .059$) were trending towards significance when it came to predicting the intervention variable.

Table 7.

Hierarchical Regression Analysis Predicting Intervention with Empathy and Friendship

Variable	<i>B</i>	SE (<i>B</i>)	β	R^2	ΔR^2
Step 1				.021	.001
Sex	-.083	.199	-.041		
Age	-.082	.059	-.141		
Step 2				.074	.035
Empathy	.212	.110	.212*		
Friendship	-.211	.110	-.211*		

Bullying Variable.

Using the bullying variable as the dependent variable, again a first regression was run using the personality factors as the independent variables, accounting for 15.3% of the variance (Table 8). This model was found to be significant ($p = .007$), with the only significant predictor of the three personality factors to be agreeableness ($\beta = -.289$, $t(5) =$

-2.981, $p = .004$). Additionally, age was found to be significant within this model ($\beta = .142$, $t(5) = 2.362$, $p = .020$). A similar regression model with the temperament factors as the independent variables was also explored, however no significant relationships were found with the temperament factors, however once again age was found to be significant ($\beta = .139$, $t(6) = 2.362$, $p = .020$). Lastly, incivility was used as the independent variable when it came to the joining in the bullying variable, and this model was found to be significant ($p = .012$) accounting for 10.6% of the variance (Table 9). Scoring higher on the incivility scale was found to be a significant predictor of the joining in the bullying variable ($\beta = .203$, $t(3) = 1.987$, $p = .050$).

Table 8.

Hierarchical Regression Analysis Predicting Joining the Bullying with Personality Traits

Variable	<i>B</i>	SE (<i>B</i>)	β	R^2	ΔR^2
Step 1				.069	.050
Sex	.094	.194	.047		
Age	.154	.057	.262*		
Step 2				.153	.108
Honesty-Humility	.059	.105	.059		
Emotionality	-.057	.103	-.057		
Agreeableness	-.289	.097	-.289*		

Table 9.

Hierarchical Regression Analysis Predicting Joining the Bullying with Incivility

Variable	<i>B</i>	SE (<i>B</i>)	β	R^2	ΔR^2
Step 1				.069	.050
Sex	.094	.194	.047		
Age	.154	.057	.262*		
Step 2				.106	.078
Incivility	.203	.102	.203*		

Passive Variable.

Once again, the three personality factors were used as the independent variables, this time with the passive variable as the dependent variable. These personality factors accounted for 12.8% of the variance and the model (Table 10) was found to be significant ($p = .022$), however the only significant individual predictor was age in this model ($\beta = .174$, $t(5) = 2.852$, $p = .005$). A second model was run with this same dependent variable, with the four factors of temperament (Table 11). This model was found to be significant ($p = .033$) account for 13.3% of the variance. However, once again, no individual temperament factor was found to have a significant relationship, but once again age was found to be significant ($\beta = .160$, $t(6) = 2.746$, $p = .007$).

Table 10.

Hierarchical Regression Analysis Predicting Passiveness with Personality Traits

Variable	<i>B</i>	SE (B)	β	R^2	ΔR^2
Step 1				.100	.082
Sex	.236	.191	.119		
Age	.176	.056	.301*		
Step 2				.128	.082
Honesty-Humility	.054	.107	.054		
Emotionality	.084	.105	.084		
Agreeableness	-.152	.098	-.152		

Table 11.

*Hierarchical Regression Analysis Predicting Passiveness with Temperament**Traits*

Variable	<i>B</i>	SE (<i>B</i>)	β	R^2	ΔR^2
Step 1				.100	.082
Sex	.328	.201	.165		
Age	.160	.058	.273*		
Step 2				.133	.078
Surgency	.009	.101	.009		
Affiliativeness	.157	.104	.157		
Effortful Control	-.059	.106	-.059		
Negative Affect	-.083	.107	-.083		

Additionally, similar regressions were attempted, dividing the responses of intervention, passiveness and joining in the bullying by the subtype of bullying (i.e., verbal, cyber, relational, physical). However this division by type of bullying had the same results as the overall variables, and therefore those results are not reported as part of this thesis.

Benefits and Costs of Intervening in a Bullying Scenario

After reading each hypothetical bullying scenario, as well as being asked how big a deal they thought each scenario was, and why that person would make the particular decision they indicated, participants were also asked what they thought were the potential benefits or costs were to each scenario. These written responses were coded by reoccurring themes for both the benefits and the costs of intervening in each of the bullying scenarios.

Benefits.

For the benefits of intervening in a bullying situation, there seemed to be four overall themes that emerged within the responses. The first overall idea was the idea of

gaining a friend through intervening, specifically that the victim and the bystander could become friends if the bystander chose to intervene and help the victim. The second overall theme was more of a personal benefit, in the idea that the bystander would be a good person and feel good about him/herself. The most common response that emerged was the idea of simply stopping the bullying or helping out someone in need (the victim) and therefore making them happy. Lastly, another personal benefit, however this time more focused on what others think about the bystander, was the idea of the bystander looking like a “good guy”, as well as becoming more liked and gaining popularity as a result.

Table 12.

Themes of Potential Benefits of Intervening in Bullying Scenario

	No response	“none” or “I don’t know”	Gaining a friend	Feeling good about him/herself	Stopping the bullying	Gaining respect/popularity
Verbal Scenario	N=4	n=3	n=29	n=22	n=44	n=29
Cyber Scenario	N=4	n=2	n=33	n=16	n=38	n=27
Relational Scenario	N=6	n=3	n=28	n=14	n=46	n=20
Physical Scenario	N=11	n=1	n=23	n=11	n=40	n=17
Totals:	25	9	113	63	168	93

Table 12 breaks down participant responses by each of the four scenarios, by showing the number of participants that had responses that fit into each of the four main themes, as well as the number of participants who did not answer that question or who wrote that there were no benefits to intervening or that they were unsure. As can be seen, the strongest benefit to intervening in any bullying situation is the simply idea that you

are stopping the bully and helping someone in need. It is interesting that another strong emerging theme is the idea that through standing up for the person being bullied, it was assumed that a benefit could be to become friends with that person as a result. It is also important to mention the idea of gaining popularity or respect as a benefit, given the power dynamics and social interactions that play a role in bullying scenarios. For example, a 16 year old male stated that the person intervening “would be seen as a good guy and end up being more liked” while a 17 year old girl stated that the person intervening would “gain some reputation for standing up for what is right.” Finally, the idea of “doing the right thing” and feeling good about themselves is an interesting theme as it shows that there are personal benefits to adolescents for intervening in a bullying situation. A 14-year-old male participant states that the person intervening “can feel good about herself for doing the right thing,” while in this same theme, a male in grade 12 stated that the person intervening “will not feel guilty for not taking action when he could.” Additionally, a female in grade 7 states that the bystander could “have feelings of satisfaction for helping.” Through these quotes it becomes evident that although many adolescents share the idea of intervening in order to help the victim, many also see personal benefits that could be gained as a result of intervention.

Costs.

Through examining the responses of the costs of intervening in a bullying situation, four themes also emerged. The first overall theme is the bystander losing popularity and/or power, or becoming less liked, which seemed to be associated with the social status of the people involved in the situation. The next theme is losing friends, which once again had to do with the social dynamics involved. Another reoccurring

theme is the idea that by intervening in the bullying situation, he/she will become the target of bullying themselves. Lastly and least predominantly was the idea of getting into trouble by becoming involved in the bullying situation.

Table 13.

Themes of Potential Costs of Intervening in Bullying Scenario

	No response	“none” or “I don’t know”	Loss of popularity/ less-liked	Loss of friends	Becoming a target of bullying	Getting into trouble
Verbal Scenario	n=5	n=5	N=26	n=12	n=55	n=4
Cyber Scenario	n=4	n=7	N=12	N/A	n=60	n=1
Relational Scenario	n=8	n=10	N=23	n=11	n=41	n=3
Physical Scenario	n=10	n=4	N=20	n=16	n=37	n=3
Totals	27	26	81	39	193	11

Table 13 breaks down the responses of the participants when asked what the potential costs were for each of the four bullying scenarios. As can be seen, the biggest cost that adolescents noted when thinking about whether to intervene or not, is the idea that if they intervene then they will get made fun of or become the target of the bullying that was occurring in the first place. This sentiment is emphasized through the following quotes:

“A potential cost to intervening could be the names could be aimed at me next time around,” (14 year old male)

“He/she might get made fun of or bullied for helping someone who isn’t as popular.” (14 year old female)

The next most common response was becoming less liked or losing popularity as a result of intervening in a bullying scenario, as a grade 9 female states, “personal costs would be losing his status as a popular person,” and in a similar light, a grade 11 male states, that the person intervening “could look like a dork for trying to help.” Along with this, the idea of losing friends through intervening emerged, however as can be seen through comparison, was not as common as the benefit of gaining friends through the act of intervening. Lastly, the idea of getting into trouble was not mentioned very many times as can be seen in the chart above, however, still worth mentioning as it is interesting that there are adolescents that think that by intervening as is shown through these quotes:

“He will be in trouble for getting into others business,” (grade 7 girl)

“He/she can be the one blamed for the bullying.” (17 year old female)

These quotes demonstrate that some adolescents have the fear that he/she will run the risk of getting into trouble with authority (generally the teacher) if they become associated with the bullying situation in any way.

Based on these findings, themes can also be grouped in larger, main ideas. The benefits can also be separated into two main ideas: the more empathetic responses consisting of stopping the bullying and feeling good about him/herself versus the more negative, or personal benefits, consisting of gaining popularity/respect or gaining a friend. Additionally, the costs of intervention can be divided in a similar manner, by direct costs, consisting of the themes of losing popularity or losing friends, versus more indirect costs consisting of becoming a target of bullying or getting into trouble.

Reasons Why Adolescents Choose to Intervene or Not

Choosing to Intervene.

The last page of the bullying intervention questionnaire asked adolescents to reflect on their own personal experiences in witnessing bullying situations, and respond about a time they chose to intervene, and a time they chose not to intervene. Overall, there were fewer responses to this portion of the survey package; likely due to the time required to respond to written questions. These responses were also coded for common themes by the researcher and then counted to see how many times that same thought was mentioned by the participants.

The first question asked participants to think of a time they intervened in a bullying situation, and discuss why they chose to intervene. Some participants discussed a time that they intervened in a situation, however did not reflect on the reasons why they made this decision. However, of the 66 participants who did respond and reflect on the “Why did you make this decision” portion of the question, the following themes emerged. The first emerging theme was the idea of being friends with the person being bullied and therefore needing to stick up for them. The second theme was the idea of having a moral responsibility to intervene because it was the right thing to do. Lastly, was the idea of simply helping the victim or taking into consideration his/her feelings. Table 14 on page 45 summarizes these themes.

Table 14.

Factors Adolescents Consider when choosing to Intervene in a Bullying Situation

“can’t think of any” or “never intervened”	Friends with the person being bullied	Moral responsibility/doing the right thing	Helping the victim/considered their feelings
n=7	n=18	n=15	n=12

Being friends with the victim was a reason that made adolescents feel that they needed to intervene in past bullying experiences that they had witnessed. The following responses show this sentiment:

“The only reason I chose to intervene was because the victim was someone close to me that made their situation clear.” (14 year old male)

“I helped my friend who was getting bullied because he was my friend and I’ve got to have my friends back.” (17 year old male)

These quotes emphasize the overall idea that adolescents will be more inclined to intervene if the victim is his/her friend as they do not want to see them getting hurt. The idea of having a moral responsibility to stop bullying was also an emerging theme. A quote from these responses that really stood out was from a girl in grade 12 stating,

“I chose to intervene because it is the moral and ethical way to respond when a person is being bullied. By watching you are engaging the bullying.”

This quote encompasses the idea of attempting to intervene in a bullying situation because it is the morally right thing to do. Multiple students including a 15-year-old female also had this idea of moral responsibility, including the ideas that they intervened in a bullying situation because she “knew it was wrong.”

The last theme that emerged strongly is the idea of simply wanting to help the victim and not wanting to see another human being get hurt as can be seen through the responses from the following students:

“I didn’t want to kid to get hurt.” (Grade 10 male)

“I chose to intervene because I don’t want anyone to feel upset.” (Grade 11 male)

“I felt bad for him and wouldn’t want to be in his shoes.” (Grade 12 male)

Choosing to Not Intervene.

Participants were then asked to reflect on a time where they had witnessed a bullying situation and chosen to not intervene. Additionally, they were asked what factors they considered when making this decision. Again, 66 responses were considered in the coding of this question, however 10 of these participants wrote “N/A” or that they “did not consider any factors”, while 12 participants stated that they “always intervene in bullying situations” or that they had never been witness to one. An overall theme that emerged was considering who was being bullied or who was doing the bullying. Secondly, adolescents stated having a fear or getting hurt or becoming a victim to bullying themselves if they were to intervene in certain situations, and lastly there was the idea of simply not wanting to get involved in something that did not directly involve them. See Table 15 for a summary of these themes.

Table 15.

Factors Adolescents Consider when choosing to Not Intervene in a Bullying Situation

N/A or didn't consider any	"I always intervene or 'have never witnessed"	Who was doing the bullying/who was being bullied	Fear of being hurt or bullied themselves	Not wanting to get involved
n=10	n=12	n=17	n=16	n=8

When it came to the first theme, many participants commented on choosing not to intervene because of who the bully or the victim was. When it came to who the bully was, there were individual factors that influenced the bystander's decision to not intervene. A male in grade 11 states, "The guy was big so I couldn't step in. Next time I will bring friends," while a female in grade 9 had similar thoughts, stating that she did not intervene "because they are older than me." Through these quotes, we see the idea that they bully was too powerful and therefore a reason to not try to stop the actions.

When looking at the role of the victim, a 17 year old male states that the person who was being bullied "deserves to be bullied," while a grade 9 male states,

"I didn't intervene when someone I knew was being picked on because he wasn't nice to me."

These quotes show the idea of not intervening in a bullying situation because the bystander has the belief that the victim deserves the negative treatment they are getting. On the same idea, another participant states,

"I thought about who it was that was being bullied, and then thought that they would be able to handle their way just fine." (17 year old male)

While another participant states that he “thought about how it didn’t involve anyone close to me or myself.” (14 year old male) This brings about the idea of not intervening when you are not friends with the person who is being bullied and do not care about how they are feeling, or on the other side, thinking that the person being bullied is strong enough to handle it on their own.

The next overall theme is the risk of getting hurt or becoming a target of bullying actions themselves if they were to intervene in a bullying situation. As a female in grade 12 states, “I would not want to be bullied for helping that person,” showing the fear of putting themselves in a difficult position just because they helped someone else out. This idea was shared by other participants as well stating,

“The factors I considered were that I was going to get hurt in one way or another.” (Grade 9 male)

“I knew that if I intervened I would be pushed and hit as well so I decided to not intervene.” (Grade 10 male)

These ideas show that although as discussed, adolescents often know that helping is “the right thing to do,” they still consider their own personal fears and risks when choosing to not intervene.

Lastly, adolescents showed their thoughts of simply not wanting to get involved in a difficult situation that did not directly involve them. This goes along with the mentioned theme of who specifically is involved in the bullying situation. If the situation does not directly involve themselves or someone close to them then adolescents feel that it has nothing to do with them and therefore have a strong feeling to stay uninvolved.

Many participants state that they chose to not intervene because they “did not want to get involved,” as can be seen through some of these quotes from the participants.

“I did not feel the need to put myself in between someone else’s business,” (14 year old male)

While a 14 year old female stated that if she “got involved than the situation would have gotten bigger.” These students are stating that they would rather have nothing to do with such a negative situation and create problems within their own life by getting involved.

“Telling” as a form of Intervention

As already discussed, participants were asked to think about a time that they did intervene in a bullying situation and discuss why they chose to intervene in that situation. The following question asked adolescents,

“Did you tell someone? (i.e., a teacher, parent, etc.) Why or why not?”

It has been discussed that adolescents often feel as though they do not have the power to intervene with a powerful bully, therefore this question looked to examine whether adolescents then chose to look to an adult for help in these types of situations. Table 16 gives an overview of some of the reasons adolescents stated of whether they decided to tell someone or not when they were witness to a bullying situation. Of the 80 participants that responded to this question, 45 adolescents said that they did not tell someone about the bullying, while only 19 adolescents stated that they did tell someone about the bullying. With so much bullying occurring within the school setting, it is interesting that there were not more adolescents stating that they have told a teacher in the past about such bullying situations.

Table 16.

Reasons Why Adolescents Choose to Tell or Not Tell Someone about Bullying

Yes, I told someone n=19	No, I did not tell someone n=45
<ul style="list-style-type: none"> • because my friend was too afraid to do anything • because no one was listening to me when I tried to stop it • I was proud of intervening • Because I got in trouble for hitting the bully • So the teacher can help the person being bullied • So they can help • So the bully would get in trouble • Just in case it were to happen again the teacher would know exactly what was going on • Because it was during school and I felt that a teacher could handle the situation best • Because she has to deal with the situation • Because the guy needed to be stopped before he hurt anyone else • Because I didn't want to handle it by myself and didn't want to be the one that got hurt in the end • Because you want to make sure you never let that person feel like that again • To be sure I did the right thing • Because I knew how it felt • Needed to have help and support because it was too traumatic for me • They are adults. They can make it better if they are involved • Bullying had been going on so had to stop • Because I didn't want to loose her and it go to where she wanted to take her own life 	<ul style="list-style-type: none"> • felt it would make things more complicated and I could deal with it on my own • didn't want to get my friends in trouble • because my friends and I took it upon ourselves to help • didn't feel the need to – felt I dealt the problem effectively • did not want to look like I could not be trusted • I would have gotten in trouble • Because someone has told before and didn't do anything about it • Wasn't that big a deal • Don't like the drama of involving authority • We could handle the situation like young adults • No because the bully apologized when I intervened • Because I believe telling adults who believe they know better just makes the situation worse • Too scared of what would happen if I told • Figured since I stopped him, he wouldn't do it more • I find brining an adult into small situations only escalates them • Because he'd make a big deal out of everything • There's nothing they can do about it – even if I did, now I'm a snitch and none of my friends will trust me • Rather it was settled between us unless it was too severe • Problem was done and solved so involving people was not necessary • Because no one could really do anything and teachers are already aware

Table 16 gives an overview of the direct responses given by the adolescents in the present study when asked if they told someone (such as a parent or teacher) about the bullying situation that they had been witness to. Through looking at some of the responses from the adolescents, it becomes evident that they are often choosing to not tell an authority figure about a bullying situation because they do not want to create a scene or do not think it is that big of a deal. This is an interesting finding as it requires the bystander to judge how bad the situation is, while the situation could be much worse from the perspective of the victim. It also seems as though many of the adolescents feel as though they could deal with the situation on their own without the help of an adult, and once they had intervened themselves, felt that they did not need to involve an adult. However, on the opposing side, adolescents stated that they made the decision to intervene and tell the teacher, in order to protect the victim in case the bullying continued or got worse. Adolescents who stated that they chose to tell an adult seemed to do so because they felt helping was the right thing to do and that would be the best way for them to help the victim.

Another noteworthy result that was mentioned by a few participants is the idea that often telling a teacher does not always help, as often they “do not do anything.” While other students mentioned a fear of getting into trouble themselves, or receiving a label of being a “snitch” and not being able to be trusted. There was a relatively equal number of males and females that responded that they had chosen to tell an adult.

Chapter Five: Discussion

Since the research on bullying intervention is limited compared to the vast amount of literature on bullying as a whole; the present study aimed at building on previous findings by focusing on the critical role of the bystander. The literature on intervention has also been quite mixed. Specifically, the main purpose of the present study was to focus on the cost-benefit model of decision making in order to examine the motivations of adolescents when choosing to intervene or not in a bullying incident. The specific aim was to examine possible links between the sub-types of bullying, along with other individual factors that could have affected the decision to intervene.

Type of Bullying

The first research question of the present study was to determine if the type of bullying affected the cost/benefit intervention analysis, and specifically, which type of bullying adolescents were most likely to intervene in. It was found that adolescents were most likely to state that they thought the bystander would intervene in the physical bullying scenario, while they were least likely to state that the bystander would intervene in the verbal bullying scenario. A study focusing on the attitudes of teachers when it came to bullying intervention had slightly different findings, stating that teachers considered verbal bullying behaviours more serious than physical bullying and that they found relational bullying less serious than both physical and verbal bullying (Duy, 2013). Since students in the present study found physical bullying to be the most likely form of bullying to intervene in, this seems to speak to the perceived severity of the bullying action, however does not necessarily take into account actual severity of the action to the victim.

When it came to the “would be passive and do nothing” option for the bystander, it was found that adolescents were most likely to choose this response in the scenario that was an example of verbal bullying, while this option was least likely when it came to the physical bullying scenario. This is consistent with the first finding, as it seems adolescents feel as if it is most acceptable to sit by and do nothing when it is an action of name-calling, versus causing physical harm. Lastly, adolescents were least likely to choose the options that fell under “joining the bullying” for the cyber-bullying scenario, and most likely to select these responses for the verbal bullying scenario. In other words, adolescents think that it is the most likely for other students to join in the name-calling, etc. in such a situation.

A recent study by Pečjak & Pirc (2015) examined both teacher’s and pre-service teachers’ perceptions of the different types of bullying and their willingness to intervene, finding that both groups perceived physical bullying as the most serious and relational bullying as the least serious. This is interesting when compared to the findings of the present study, as students seemed to find physical bullying as the most serious, but instead found verbal bullying to be the least serious. This could be attributed to the fact that adolescents place more value on the various social dynamics that can occur through relational bullying. This is speaking to the idea that social status and popularity are resources that are considered to be most important by the adolescents. Teachers may be ignoring the harmful effects that can occur as a result of relational bullying on both the bullies and the victims (Pečjak & Pirc, 2015), while adolescents are directly involved in the daily social interactions and therefore put a greater emphasis on relational aggression. Additionally, it is possible that teachers better understand the level of hurtfulness that

verbal aggression can attain, while it seems that adolescents perceive this as the least hurtful type of bullying. This can also be connected to the overall idea that it has been found that often researchers or people in other positions of power have different definitions of bullying than adolescents who are actually a part of the bullying situations (Vaillancourt, McDougall, Hymel, Krygsman, Miller, Stiver, & Davis, 2008).

Another point worth mentioning is that overall, and across all types of bullying, the percentages of students in the present study that chose “likely or very likely” for the passive response for each scenario were much higher than the overall percentages of those who chose “likely/very likely” for either the intervention or joining in the bullying items. This is interesting as it speaks to the previously mentioned idea of the “bystander effect,” that students will choose not to act because there are other people around (Pepler & Craig, 1995). It has been found that while many peers will reinforce the actions of the bully with either verbal or non-verbal cues, other peers will quietly watch the actions and not recognize that there is a chance that the bully will interpret their lack of comment as a form of approval of their negative actions (Salmivalli, 2014). More recent research has expanded the idea of participant roles in bullying situations, conceptualizing the outsiders as silent approvers of bullying. This emphasizes the idea that they are not completely uninvolved as they might think, and instead their lack of acting in various situations can be a means of allowing the bullying to continue (Salmivalli, 2014). Many young people may hold the belief that as long as they are not directly taking on the role of the bully, that they do not have anything to do with the problem (Salmivalli, 2014). Given these ideas, the high percentages of participants in the present study who responded with the idea that the bystander in the bullying scenario (regardless of type or bullying or other

outside factors) would opt to be passive and do nothing when witnessing the scenario is supported. Moreover, Jeffrey (2004) explains that bystanders may understand that anyone could be a victim of bullying, and therefore choose the “safe” option, becoming an observer in order to ensure that they are not the next victim (as cited in Studer & Mynatt, 2015).

Age and Sex Differences

The current study found no significant sex differences when it came to choosing the various intervention options for each bullying scenario. This is interesting given the idea that there are well-known gender differences when it comes to bullying, such as the idea that males are more likely to engage in physical aggression and females are more likely to engage in relational forms of bullying (Olweus, 1993). It could have also been predicted that females would be more likely to intervene in a bullying situation, as females tend to exhibit higher levels of empathy (Mehrabian & Epstein, 1972) and therefore would be expected to sympathize more with the victim and want to stop the negative actions. Given these ideas, it is interesting that the present study did not find significant gender differences that may have been expected. However, given some of the later results found through the themes of the cost benefit model, this could be attributed to the fact that perhaps there are much more overriding themes in the cost/benefit model that contribute more greatly to the decision-making process than the basic differences that may occur strictly as a result of gender differences. It has been found in the past that adolescent males were four times more likely to see the acts of bullying as exciting, while females were more likely to defend the victims (Gini, 2006; as cited in Studer & Mynatt, 2015). However, a study by Fox, Jones, Stiff & Sayers (2014) focused specifically on

whether or not the gender of the bully/victim dyad influenced children's responses to a bullying situation. In this study, it was predicted that females would like the victim more than males, would view the bullying more seriously and be more likely to intervene than males (Fox et al., 2014). However, they found that females tended to like the bully more than males, which is consistent with the idea of examining bullying from an evolutionary perspective (i.e., females tending to exhibit higher levels of empathy than males).

It is possible that gender differences are more likely for the role of the bully within bullying situations, however less prominent for the role of the bystander. Fox et al. (2014) also state that perhaps due to the emphasis placed on bullying prevention in the classroom, the divide between the genders when it comes to their attitudes and beliefs of bullying is narrowing. It is possible that this is also the case in the present study. Marini & Dane (2008) state that there has been a focus on teaching students to learn social skills in order to give them the tools to properly deal with bullying situations. Perhaps due to this, more adolescents are able to properly deal with such situations, limiting the number of gender differences within the role of the bystander.

The present study found that the younger adolescents (grades 7-10) were more likely than the older group (grades 11 and 12) to respond that the bystander would choose to intervene and less likely to respond that the bystander would be passive or join in the bullying. This is consistent with results found in a study found by Whitney and Smith (1993), finding 50% of students in middle school reporting that they would choose to help the victim in a bullying situation, with this percentage dropping to one third of adolescents in high school reporting the same thing. Contrasting this, it might be expected that older students would be more likely to intervene in bullying situations,

given that they should have likely been exposed to more anti-bullying programming, as well as given more strategies for intervention in these types of situations. However, the present study seems to demonstrate the idea that perhaps adolescents are learning more strategies, however are less likely to actually apply them when encountering the bullying situations because of other outside factors, such as those that will be discussed further when examining the cost/benefit model.

Examination of Other Variables

The second research question of the present study was to determine what individual factors are associated with intervention in bullying situation among adolescents. In order to do this, regression analysis was utilized. When examining the intervention variable in a regression analysis, there were no significant predictors when the various personality traits or temperament factors were placed into the model. However, a third regression model was run with the same outcome variable, this time with empathy and friendship quality as the predictor variables. Both of these predictors were trending significance, which makes sense given the nature of choosing to intervene in a bullying situation. As mentioned, it could be expected that adolescents who were more empathetic would be more likely to respond that the bystander would intervene. A previous study found that high levels of empathy were associated with actively defending the victim, but were also associated with being a passive bystander (Gini, Alberio, Benelli & Altoe, 2008).

Additionally, it makes sense that having a stronger friendship quality would predict choosing to intervene, as adolescents are more likely to intervene when the person being bullied is their friend. Boulton, Trueman, Chau, Whitehand, & Amatys (1999)

found that having protective friendships have been shown to be a barrier for the bullying victim against being further victimized, or against the negative effects that can occur as a result of bullying (as cited in Salmivalli, 2015). This finding is also supported by the idea that adolescents were more likely to report that they would support the victim in a bullying situation when they were friends with the victim versus choosing to not intervene when the victim was a stranger (Nishina & Bellmore, 2010).

When examining the bullying variable, a regression model with the four personality factors as the predictor variables, the overall model was found to be significant, however, the only significant predictor in this model was agreeableness. Agreeableness is a personality trait part of the HEXACO scale that demonstrates tolerance and the ability to choose to forgive mistreatment by others (Ashton et al., 2010). In the present study, scoring low on agreeableness was found to significantly predict choosing that the bystander would choose items that fell under joining in with the bullying. In other words, those who reported that the bystander would be likely to join in the bullying were adolescents who were scored low on the agreeableness scale. Honesty-humility is a trait that has to do with exploiting others (Ashton & Lee, 2007), and has been found to be associated with global bullying (Connolly & O'Moore, 2003; Book, Volk & Hosker, 2012). People who score low on the agreeableness scale are individuals who tend to hold grudges and are critical of the shortcomings of others and has to do with one's response to apparent exploitation (Ashton & Lee, 2007). In other words, perhaps the individuals who scored low on Agreeableness feel bitterness and distrust and therefore were the same individuals who responded that the bystander would be likely to join in the bullying.

In each of these models, age was found to be a significant predictor, with being older significantly predicting choosing that the bystander would be likely to join in the bullying situation. This is consistent with the previous finding and discussion of age, as the younger adolescents were found to be more likely to intervene, and now being older significantly predicting choosing that the bystander would join in the bullying. It is interesting that it was not only found that older adolescents were less likely to think that the bystander would intervene, but also that the older students were more likely to explicitly state that the bystander would join in with the bullying.

Lastly, a regression analysis with the incivility variable as the dependent variable was run, finding that incivility was a significant predictor of the joining in the bullying variable. Scoring higher on the incivility scale significantly predicted choosing that the bystander would join in with the bullying action taking place. Because a higher score on the incivility scale means that your beliefs about various uncivil actions are “okay,” this is a noteworthy finding. Although the research on incivility is limited, there are ideas that incivility could perhaps be a precursor to antisocial behaviour such as bullying (Marini, 2009). This finding of the present study supports this idea, with a significant association between one’s beliefs when it came to incivility, and choosing that the bystander would likely choose to join in the bullying.

The last set of regression models were run using the passive variable as the outcome variable. The first was run with the four temperament factors as the dependant variables, and the second one was run with the four personality factors. Each of these models were found to be significant overall, however there were no significant individual predictors in either model. Age was found to be a significant predictor once again with

both of these models, once again keeping consistent with the findings thus far, as being older significantly predicted choosing that the bystander would be passive and do nothing instead. At this time it is worth emphasizing that age was a significant predictor in multiple regression models, even when other variables that may have been expected to be significant predictors were in the model. Perhaps this is pointing to the fact that there may be potential mediating or moderating relationships occurring with these variables and age, however this was outside of the scope of the present study.

Motivations of Intervention

The last research question of the present study was to determine the costs and benefits weighed by adolescents when making the decision to intervene or not in a bullying situation. The present study found the following benefits to choosing to intervene in a bullying situation: gaining a friend, feeling good about him/herself, stopping the bullying and gaining respect/popularity. While the themes of costs in the present study were: loss of popularity, loss of friends, becoming a target of bullying and getting into trouble. Some of these themes were supported by a study by Thornberg, Tenenbaum, Varjas, Meyers, Jungert & Vanegas (2012) which used qualitative interview responses to find emerging themes of what may motivate adolescents witnessing bullying situations. Their findings are summarized in Figure 1. The factors they found that could motivate an individual to intervene were their interpretation of harm, emotional reactions, social evaluations, moral evaluations and intervention self-efficacy (Thornberg et al., 2012). The themes of social and moral evaluations are supported by the costs and benefits found in the present study.

Thornberg et al. (2012) describes social evaluating as any time bystanders considered social relationships and positions, such as friendship and social rank. Through the qualitative responses in the present study, the theme of popularity and power came up consistently, as either a cost (i.e., losing power) or a benefit (i.e., gaining popularity). Additionally, the theme of friendship was one that was mentioned along with the idea of power/popularity, as being friends with the victim was found to be a reason to intervene in a bullying situation, while the potential to lose friends emerged as a cost to intervening, depending on the social status of the individuals involved (i.e., a popular bystander standing up for a non-popular victim to a powerful bully). Moral evaluating was characterized by judging the bullying act in terms of being right or wrong (Thornberg et al., 2012) which was also found in the present study as a reason to intervene in a bullying situation, with many participants stating that they chose to intervene in a bullying situation because “it was the right thing to do.” One difference, however, in the present study was the moral responsibility was mentioned as a reason to intervene, however, the idea of “moral irresponsibility” (Thornberg et al., 2012) was not an emerging theme in the reasons to not intervene in the present study. Rather, the idea of simply not wanting to get involved was one of the main emerging themes in the present study, with the focus of not wanting to cause a hassle, not necessarily the idea that it was not their “moral responsibility.”

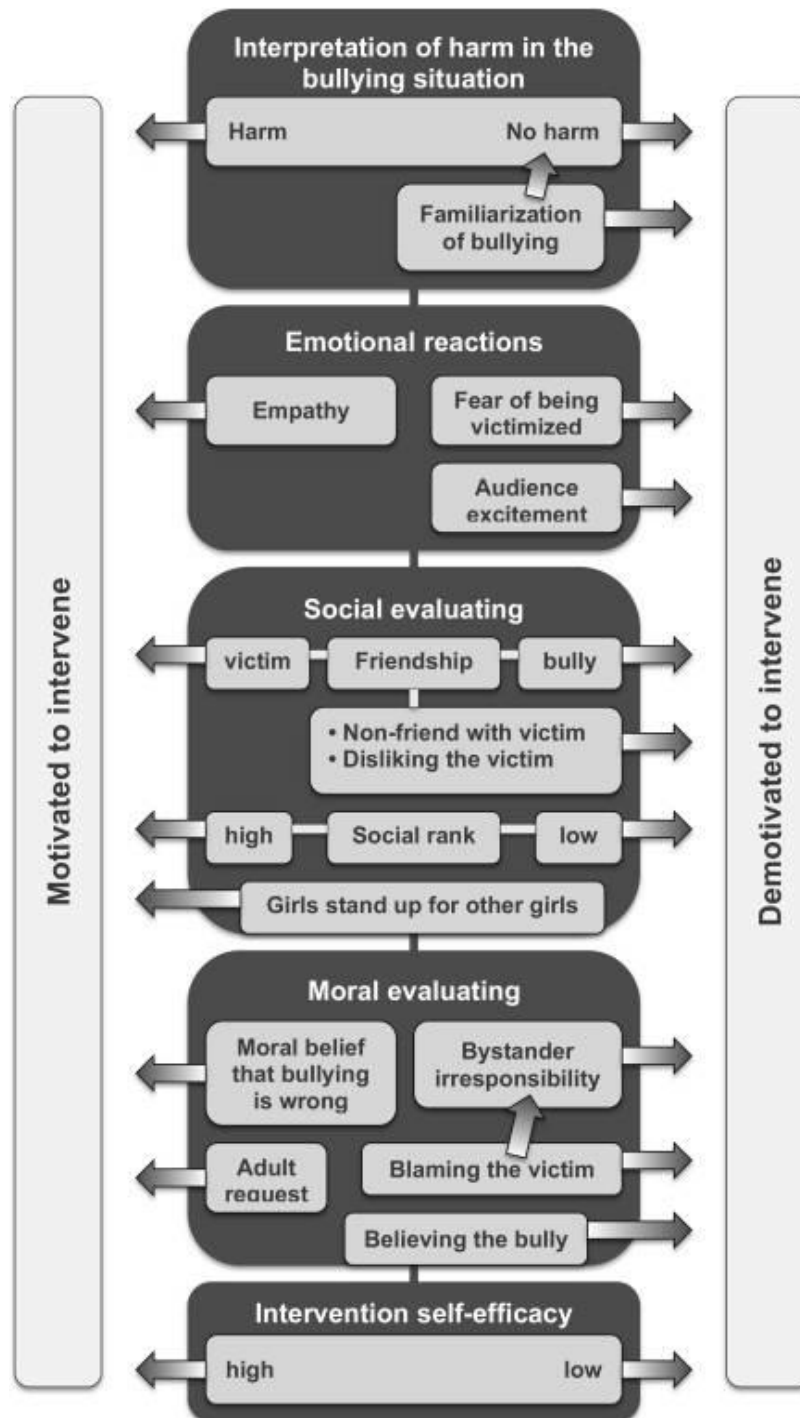
Additionally, the theme of “interpretation of harm” also came up in the present study, specifically when participants were asked if they chose to tell an adult or not when witnessing a bullying situation. For example, many adolescents stated that they chose to not tell an adult because “it wasn’t that big of a deal.” In other words, the bystander is

deciding how much harm is being caused to the victim, and their perception of how much harm is occurring is influencing their decision to intervene or not in bullying incidences.

Another theme that was also consistent in the present study was the idea that witnessing a bullying situation evokes various emotional reactions such as empathy or fear of being victimized (Thornberg et al., 2012). The present study found similar ideas with one of the reasons adolescents stating that they chose to intervene in a bullying situation being that they considered the feelings of the victim and wanted to help them. A reason for choosing to not intervene in a bullying incident was the fear of being bullied or hurt themselves as a result. Each of these reasons found in the present study could be categorized under the idea of emotional reactions as in the Thornberg et al. (2012) study.

Figure 1.

Thornberg et al. (2012)'s Motivations of Bystander Intervention



As previously mentioned, whenever making a decision to engage in risky behaviour, each individual adolescent goes through a decision making process, that is, weighs the costs and benefits associated with each decision they encounter in their life (Hawley, 2011). Additionally, as already touched on, the idea of the popularity/status of the participants involved in the bullying situation had an effect on the way potential costs and benefits were perceived. This makes sense given the large role of a power imbalance that is necessary for a situation to be deemed bullying (Volk, Dane & Marini, 2014).

For example, gaining a friend (i.e., the victim) was an emerging theme for the benefits of intervention, while an emerging theme for the potential costs was the risk of losing friends. Although these findings may seem contradictory at first glance, these responses were often dependant on other factors within in the situation, specifically the popularity/social status of the people involved in the various scenarios. Keeping with this idea, another set of similar cost and benefits was the idea of losing popularity as a cost to intervention, and gaining popularity as a benefit. This once again has to do with the social situation and various social rankings of the individuals involved in the scenario. Elledge et al. (2010) found that peers who defend the victims are seen as popular role models who have a strong sense of morality (as cited in Studer & Mynatt, 2015) which seems to be supported by the present study.

It was also found that often adolescents will choose to not intervene in a bullying situation, when the bullying is too powerful, and they feel like they cannot make a difference in the situation regardless. However, Salmivalli (2014) states that even if the bystander choosing to intervene may not make a change in the actions of the bully right away, it will at least likely make a large difference to the victim in the situation.

Telling as a Form of Intervention

As mentioned, one of the main findings in this section was the idea of adolescents choosing to not tell an authority figure about the bullying that they were witness to because of the perceived severity of the bullying action. This is an interesting finding as it requires the bystander to judge how bad the situation is, while the situation could be much worse from the perspective of the victim. Severity of the bullying action has already been mentioned as one of the factors that contribute to whether an adolescent chooses to intervene or not in a bullying situation. However, various actions and different forms of bullying may affect each individual differently. This is emphasized by recent research which focuses on the idea that when defining bullying, we need to be more aware of the effect that is being had on the victim, as opposed to focusing on defining factors such as repetition (Vaillancourt, et al., 2008). This same idea can be applied to the role of the bystander, as the focus needs to be on the damage that is being done to the victim, rather than the personal costs to the bystander. However, taking an evolutionary perspective, we understand that it will always be human nature to consider one's own personal costs and benefits, which is why this was the focus of the present research.

Another main finding in this section was the idea that the adolescents feel as if they already intervened in the bullying situation, that they have solved the problem, and therefore do not need the assistance of an adult. This can once again be connected to the issue of severity of the action, and what different adolescents would deem "bad enough" to tell an adult or not. This is particularly interesting as research has previously found that the number source for teachers to find out about bullying incidents is being alerted by

a student, as often teachers are unaware or not witness to such incidents (Novick & Isaacs, 2010).

Fredland (2008) found that bullying tends to occur when there is a lack of supervision, such as during recess time during the school day (as cited in Studer & Mynatt, 2015). Furthermore, teachers and other authority figures within the school often do not recognize bullying actions, and often are unsure of how to properly deal with the situation when they do (Skinner, Babinski, & Gifford, 2014). Some adolescents in the present study stated that they did not tell an authority figure because “they wouldn’t do anything.” This has been found to be due to the fact that when teachers choose to dismiss bullying actions, it looks as though they are supporting the negative behaviours, which in turn creates the perception of a negative school environment that does not punish bullying actions, therefore making students less likely to get help when witnessing a negative bullying situation (Jacobson & Bauman, 2007). In a study done by Pečjak and Pirc (2015) the most common response by teachers and pre-service teachers of how they would go about intervening in a bullying situation was that they would have a discussion with the participants of the situation. This is particularly interesting as responses in the present study were specifically focused on telling the bully to stop. Salmivalli (2014) emphasizes the importance of creating bullying programming that gives students safe ways to intervene when witnessing a bullying situation, as will be discussed further in the implications section.

Implications

Theoretical Implications. There are currently few models discussing the motivations of bystander intervention, and moving forward, it is important to include the

idea of bystanders weighing costs and benefits of intervention before making a decision. If bullying is an evolutionary adaptation, then it only makes sense that this framework is extended to apply to the role of the bystander. The results of the present study support the idea of examining this role of the bystander from an evolutionary perspective.

Practical Implications. Since the present study found that adolescents are more likely to choose to not intervene in different forms of bullying than has been found in previous research for teachers, it is important to emphasize this gap between perceptions of actions between adolescents and the people that hold the power (i.e., teachers). This points to the idea that adolescents and adults place an emphasis on different things, potentially showing a gap between policies that are often put into place in schools and what is actually occurring within the social landscape.

It is also important that the authority figures teaching children and youth about bullying understand bullying from an evolutionary perspective. It is not effective to simply teach adolescents that they should not bully, as from the discussed evolutionary perspective, this would be telling them to give up the benefits that they may attain through those actions, and therefore not necessarily seen as effective options for the youth involved (Volk, Camilleri, Dane & Marini, 2012). Rather, it is important for those in positions of power (i.e., teachers, parents, social workers) to understand bullying from this perspective, and create bullying prevention programming that shows that they better understand dynamics of the social interactions of the adolescents involved. What might not seem like a big deal to adults, may seem much more important to these adolescents facing these situations (i.e., social status) and therefore it is necessary to make sure that these other factors are considered. It is important that there continues to be an emphasis

placed on the role of the bystander, as often peers are focused on as contributing to the issue of bullying, when in fact the success of bullying prevention/intervention efforts can be directly impacted by how well peer bystanders are used in the scenario.

Additionally, it seems adolescents of the present study were easily able to understand that there are multiple personal costs and benefits when being witness to a bullying situation, even though the situation might not involve him/her directly. Because of this, it is important to emphasize a group approach, as there could also be various group costs and benefits that might need to be taken into consideration. Due to this, as Salmivalli (2014) states that students need to be provided with safe strategies, not necessarily just being the hero and stopping the bullying, but more subtle things they can do to make the victim feel included and like they have support. This goes back to the importance of intervening, as although one may not be powerful enough to stop a bully, one can still have the potential to help a victim.

Limitations and Future Direction

Although the present study has many interesting findings, there are some limitations that need to be taken into consideration. Firstly, the sample of the present study was fairly homogeneous. All participants were accessed through extracurricular teams and clubs within the Niagara Region, mostly stating that their socioeconomic status was “about the same” as the average Canadian. Secondly, it must be mentioned that the measures within the present study were self-report measures, therefore limiting this study to the adolescents’ own perceptions of themselves and various actions. Due to the sensitive nature of the topic of bullying, it is possible that adolescents will choose respond with the most desirable answer instead of being completely honest about their

experiences. However, during the creation of the bullying intervention questionnaire, efforts were made to limit this as much as possible, and self-report has been a valid means of data collection for bullying research in the past. Additionally, the questions that required written responses asked the participant to think back on a time where they witnessed a bullying situation, requiring them to think retrospectively about a past situation, and as the researcher we do not know whether this incident happened the week before or five years prior to the time when the participant was reflecting on the situation.

Multiple individual regression models were run with each of the various potential influences to intervention. Not as many significant associations that would have been expected were found, and so future research should further examine these potential predictors. Although the sample size was large enough to attempt the individual regression models, it is still possible that a larger sample size would have given more power and therefore produced more significant results. It is also possible that a transfer did not occur from the participants who scored high or low on these variables and choosing that the character in the scenario would intervene, versus the people who would actually intervene when in a real-life bullying scenario.

Not only should future research do a more extensive examination of the various potential predictors of intervention, but further research should also extend this to look for mediating or moderating relationships between different factors that may influence an adolescent's decision to intervene. As can be seen from the present research, it is likely a combination of factors that not only influence the type of person that would intervene, but also the individual's decision making process of whether to intervene or not. Future research should also continue to more extensively examine the actual motivations of

adolescents when deciding whether or not to intervene, as the research in this area is still quite limited. Based on the findings of this thesis, future research should look to measure factors such as power and examine how different social relationships and rankings have an effect on the cost/benefit model and then on one's decision to intervene or not.

Since such strong motivations (both costs and benefits) came through the qualitative questions asked in the present study, it would be interesting to see what other outside factors are associated with these motivations. Due to this, future research should look to examine individual differences in relation to these cost/benefit responses. For example, further research could examine which personality or temperament factors are associated with stating direct versus indirect costs.

Conclusion

Overall, the goal of the present research was to examine the role of the bystander in greater detail, specifically by investigating the decision-making process that adolescents go through when faced with a bullying scenario. Results indicate that adolescents weigh the costs and benefits when choosing whether or not to intervene, while various other factors (age, incivility, friendship) affect their decision. Future research should continue to examine these motivations, in order to better understand this unique social dynamic that occurs between adolescents.

References

- Andersson, L.M. & Pearson, C.M. (1999). Tit for Tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24 (3), 452-471.
- Ashton, M. C., & Lee, K. (2009). The HEXACO-60: A short measure of the major dimensions of personality. *Journal of Personality Assessment*, 91(4), 340-345.
- Ashton, M., Lee, K., Pozzebon, J., Visser, B., & Worth, N. (2010). Status-driven risk taking and the major dimensions of personality. *Journal of Research In Personality*, 44(6), 734-737.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A., Pastorelli, C., Barbaranelli, C., & Caprara, G.V. (1999). Self-efficacy pathways to childhood depression. *Journal of Personality and Social Psychology*, 76, 258-269.
- Book, A.S., Volk, A.A., & Hosker, A. (2011). Adolescent bullying and personality: An adaptive approach. *Personality And Individual Differences*, 522, 18-223.
- Capaldi, D. M., & Rothbart, M. K. (1992). Development and validation of an early adolescent temperament measure. *Journal of Early Adolescence*, 12, 153-173.
- Cappadocia, M., Pepler, D., Cummings, J. G., & Craig, W. (2012). Individual motivations and characteristics associated with bystander intervention during bullying episodes among children and youth. *Canadian Journal of School Psychology*, 27(3), 201-216.

- Craig W. & Pepler, D.J. (2007). Understanding bullying: from research to practice. *Canadian Psychology*, 48 (2).
- Creswell, J.W. (2007). Qualitative enquiry and research design: Choosing among five approaches. United States of American: Sage Publications,
- Crick, N.R. (1997). Engagement in gender normative versus nonnormative forms of aggression: Links to social-psychological adjustment. *Developmental Psychology*, 33 (4), 610-617.
- Crick, N.R. & Grotpeter, J.K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66 (3), 710-722.
- De Pauw, S., & Mervielde, I. (2010). Temperament, personality and developmental psychopathology: A review based on the conceptual dimensions underlying childhood traits. *Child Psychiatry & Human Development*, 41(3), 313-329.
- Duy, B. (2013). Teachers' Attitudes toward Different Types of Bullying and Victimization in Turkey. *Psychology in the Schools*, 50 (10), 987-1002.
- Ellis, L. K., & Rothbart, M. K. (2001). Revision of the early adolescent temperament questionnaire. Poster presented at the 2001 Biennial Meeting of the Society for Research in Child Development, Minneapolis, Minnesota
- Evans, D. E., & Rothbart, M. K. (2007). Developing a model for adult temperament. *Journal of Research in Personality*, 41(4), 868-888.
- Farrell, A. H., Brook, C., Dane, A. V., Marini, Z. A., & Volk, A. A. (2014). Relations between adolescent ratings of Rothbart's temperament questionnaire and the HEXACO personality inventory. *Journal of Personality Assessment*, 1-9.

- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. United States of American: Sage Publications.
- Forsberg, C., Thornberg, R. & Samuelsson, M. (2014): Bystanders to bullying: fourth- to seventh- grade students' perspectives on their reactions. *Research Papers in Education*, doi: 10.1080/02671522.2013.878375
- Fox, C. L., Jones, S. E., Stiff, C. E., & Sayers, J. (2014). Does the gender of the bully/victim dyad and the type of bullying influence children's responses to a bullying incident?. *Aggressive Behavior*, 40(4), 359-368.
- Gini, G., Albiero, P., Benelli, B., & Altoè, G. (2008). Determinants of adolescents' active defending and passive bystanding behavior in bullying. *Journal Of Adolescence*, 31, 93-105.
- Gordillo, I.C. (2011). Divergence in aggressors' and victims' perceptions of bullying: A decisive factor for differential psychosocial intervention. *Child and Youth Services Review*, 33 (9), 1608-1616.
- Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52 (2), 224.
- Hawley, P. H. (2011). The evolution of adolescence and the adolescence of evolution: The coming of age of humans and the theory about the forces that made them. *Journal of Research on Adolescence*, 307. doi:10.1111/j.1532-7795.2010.00732.x
- Henderson, H. A., & Wachs, T. D. (2007). Temperament theory and the study of

- cognition emotion interactions across development. *Developmental Review*, 27, 396-427. doi: 10.1016/j.dr.2007.06.004
- Huck, S. W. (2004). *Reading statistics and research* / Schuyler W. Huck. Boston, MA : Allyn and Bacon, c2004.
- Hunt, C., & Marini, Z. A. (2012). Incivility in the practice environment: A perspective from clinical nursing teachers. *Nurse Education In Practice*, (6), 366. doi:10.1016/j.nepr.2012.05.001
- Jacobsen, K.E. & Bauman, S. (2007). Bullying in schools: School counselors' responses to three types of bullying incidents. *Professional School Counseling*, 11, 1-9.
- Larrick, R. P., Morgan, J. N., & Nisbett, R. E. (1990). Teaching the use of cost-benefit reasoning in everyday life. *Psychological Science*, 1(6), 362-370.
- Lim, S., Cortina, L. M., & Magley, V. J. (2008). Personal and workgroup incivility: Impact on work and health outcomes. *Journal of Applied Psychology*, 93(1), 95-107.
- Marini, Z. A. (2009). The thin line between civility and incivility: Fostering reflection and self-awareness to create a civil learning community. *Collected Essays on Teaching and Learning*, 2, 61-67.
- Marini, Z. A, Dane, A., Bosacki, S. & YLC-CURA. (2006). Direct and indirect bully-victims: Differential psychosocial risk factors associated with adolescents involved in bullying and victimization. *Aggressive Behavior*, 32, 551-569.
- Marini, Z., Dane, A.V., & Kennedy, R.E. (2010). Multiple pathways to bullying:

- tailoring educational practices to variations in students' temperament and brain function. *The Developmental Relations among Mind, Brain and Education*, doi: 10.1007/978-90-481-3666-7_12.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook*. Thousand Oaks, California : SAGE Publications, Inc.
- Mishna, F., Khoury-Kassabri, M., Gadalla, T., & Daciuk, J. (2012). Risk factors for involvement in cyber bullying: Victims, bullies and bully-victims. *Children and Youth Services Review*, 34(1), 63-70.
- Moore, S., & Gullone, E. (1996). Predicting adolescent risk behavior using a personalized cost-benefit analysis. *Journal of Youth And Adolescence*, (3), 343.
- Nishina, A., & Bellmore, A. (2010). When might peer aggression, victimization, and conflict have its largest impact? Microcontextual considerations. *Journal Of Early Adolescence*, 30(1), 5-26.
- Novick, R., & Isaacs, J. (2010). Telling is compelling: The impact of student reports of bullying on teacher intervention. *Educational Psychology*, 30(3), 283-296.
- O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: insights and challenges for intervention. *Journal Of Adolescence*, 22(4), 437-452.
- Oliver, C., & Candappa, M. (2007). Bullying and the Politics of 'Telling'. *Oxford Review of Education*, (1). 71.
- Olweus, D. (2001). Peer harassment: A critical analysis and some important issues. In Juvonen, J., & Graham, S. (Eds.), *Peer harassment in school: the plight of the vulnerable and victimized* (3-21). New York : Guilford Press.

- Olweus, D. (1993). *Bullying at school: what we know and what we can do*.
Oxford, UK ; Cambridge, USA : Blackwell, c1993.
- Parker, J.G. & Asher, S.R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology*, 29 (4), 611-621.
- Pečjak, S., & Pirc, T. (2015). Predictors and Forms of Intervention in Peer Bullying: Pre-service Teachers vs. Teachers. *New Educational Review*, 39 (1), 264-276.
- Pepler, D.J., & Craig, W.M. (1995) A peek behind the fence: Naturalistic observations of aggressive children with remote audiovisual recording. *Developmental Psychology*, 31, 548-553.
- Pozzoli, T., & Gini, G. (2013). Why do bystanders of bullying help or not? A multidimensional model. *Journal Of Early Adolescence*, 33(3), 315-340.
- Poyhonen, V., Juvonen, J., & Salmivalli, C. (2012). Standing up for the victim, siding with the bully or standing by? Bystander responses in bullying situations. *Social Development*, 21(4), 722-741.
- Rigby, K., & Johnson, B. (2006). Expressed readiness of Australian schoolchildren to act as bystanders in support of children who are being bullied. *Educational Psychology*, 26(3), 425-440.
- Reijntjes, A., Vermande, M., Goossens, F. A., Olthof, T., van de Schoot, R., Alea, L., & van der Meulen, M. (2013). Developmental trajectories of bullying and social dominance in youth. *Child Abuse & Neglect: The International Journal*, 37(4), 224-234.

- Rock, P. F., & Baird, J. A. (2012). Tell the teacher or tell the bully off: Children's strategy production for bystanders to bullying. *Social Development, 21*(2), 414-424.
- Rothbart, M.K. & Derryberry, D. (1981). Development of individual differences in temperament. In M.E. Lamb, & A.L. Brown (Eds.), *Advances in developmental psychology* (Vol. 1, pp. 37-86). Hillsdale, NJ: Erlbaum.
- Rothbart, M.K. (2011). *Becoming who we are: Temperament and personality in development*. NY: Guilford.
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior, 15*(2), 112-120. doi:10.1016/j.avb.2009.08.007
- Salmivalli, C. (2014). Participant roles in bullying: how can peer bystanders be utilized in interventions?. *Theory Into Practice, 4*(4), 286.
- Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukialnen, A. (1996). Bullying as a group process: Participant roles and their relations to social status within the group. *Aggressive Behavior, 22*(1), 1-15.
- Salmivalli C., Voeten, M., & Poskiparta, E. (2011). Bystanders matter: associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. *Journal of Clinical Psychology, 40* (5), 668-776.
- Shiner, R. L., & Caspi, A. (2012). Temperament and the development of personality traits, adaptations, and narratives. *Handbook of temperament, 497-516*.
- Skinner, A.T., Babinski, L.M. (2014). Teachers' expectations and self-efficacy for working with bullies and victims, *Psychology in the Schools, 51* (1), 72-84.

- Smith, P., Mahdavi, J., Carvalho M., & Tippett N. (2006). An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender into cyberbullying. *Report to the Anti- Bullying Alliance*. Retrieved from: <https://www.education.gov.uk/publications/eOrderingDownload/RBX03-06.pdf>
- Studer, J. & Mynatt, B. (2015). Bullying prevention in middle schools: A collaborative approach. *Middle School Journal*, 46(3), 25-32.
- Tabachnick, B.G. & Fidell, L.S. (2013). Using multivariate statistics (6th ed.). Boston, MA: Allyn and Bacon.
- Tabachnick, B. G., and L. S. Fidell. (2007) Multivariate analysis of variance and covariance. *Using multivariate statistics*, 3, 402-407.
- Thornberg, R., & Jungert, T. (2013). Bystander behavior in bullying situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. *Journal Of Adolescence*, 36(3), 475-483.
- Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander motivation in bullying incidents: To intervene or not to intervene?. *Western Journal of Emergency Medicine*, 13(3), 247-252.
- Twemlow, S., Fonagy, P., & Sacco, F. (2004). The role of the bystander in the social architecture of bullying and violence in schools and communities. *Annals Of The New York Academy Of Sciences*, 10(36), 215-232.
- Vaillancourt, T., McDougall, P., Hymel, S., Krygsman, A., Miller, J., Stiver, K.,

- & Davis, C. (2008). Bullying: Are Researchers and Children/Youth Talking about the Same Thing?. *International Journal Of Behavioral Development*, 32(6), 486-495.
- Viadero, D. (2010). Studies probe ecology of bullying. *Education Week*, 29(32), 1-18.
- Volk, A. A., Camilleri, J. A., Dane, A. V., & Marini, Z. A. (2012). Is adolescent bullying an evolutionary adaptation?. *Aggressive Behavior*, 38(3), 222-238. doi:10.1002/ab.21418
- Volk, A., Dane, A. & Marini, Z. (2014). What is bullying? A theoretical redefinition. *Developmental Review* doi: 10.1016/j.dr.2014.09.01.
- Volk, A. A., & Lagzdins, L. (2009). Bullying and victimization among adolescent girl athletes. *Athletic Insight*, 11(1), 12-25.
- Wang, J., Iannotti, R. J., & Luk, J. W. (2012). Patterns of adolescent bullying behaviors: Physical, verbal, exclusion, rumor, and cyber. *Journal of School Psychology*, 50(4), 521-534.
- Wang, J., Iannotti, R. J., Luk, J. W., & Nansel, T. R. (2010). Co-occurrence of victimization from five subtypes of bullying: Physical, verbal, social exclusion, spreading rumors, and cyber. *Journal of Pediatric Psychology*, 35(10), 1103-1112. doi:10.1093/jpepsy/jsq048

Appendix A – Demographic and Bullying History Survey

1. How old are you?

2. What grade are you in?

3. Are you male? female? (circle one)

4. What is your racial/ethnic background?

5. Compared to the average Canadian, do you think your family is (circle ONE):

a lot less rich less rich about the same more rich

a lot more rich

For the questions below, please answer with respect to your own personal experiences in the last year. Check the box that you feel is most appropriate for you. Don't forget to turn the page to finish all the questions and remember there are no right or wrong answers. Also remember that all answers are **confidential** and that no one outside your research will ever see your answers.

	Not at all	Only a few times this year	Every month	Every week	Many times a week
1. Overall, how often have you been bullied by someone much stronger or more popular than you?					
2. How often have you been physically bullied by being hit, kicked, shoved by someone who was much stronger or more popular than you?					
3. How often have you been verbally bullied by insults, put down or threatened by someone who was much stronger or more popular than you?					
4. How often have you been bullied by exclusion (being left out), rumours or someone getting others not to like you who was much stronger or more popular than you?					
5. How often have you been bullied by unwanted sexual jokes, comments or gestures aimed at you by someone who was much stronger or more popular than you?					
6. How often have you been bullied on the computer by using text messages, the computer or e-mail messages/pictures to threaten you or to make you look bad by someone who was much stronger or more popular than you?					

	Not at all	Only a few times this year	Every month	Every week	Many times a week
7. Overall, how often have you taken part in bullying someone who was much weaker or less popular than you?					
8. How often have you taken part in physically bullying someone by hitting, kicking, shoving etc. someone who was much weaker or less popular than you?					
9. How often have you taken part in verbal bullying by insults, putting down or threatening someone who was much weaker or less popular than you?					
10. How often have you taken part in bullying by exclusion (being left out), rumours or getting others not like someone who was much weaker or less popular than you?					
11. How often have taken part in bullying by unwanted sexual jokes, comments or gestures aimed at you by someone who was much stronger or more popular than you?					
12. How often have you taken part in bullying on the computer by using text messages, computer or e-mail messages/pictures to threaten someone or make them look bad who was much weaker or less popular than you?					

Appendix B – Bullying Intervention Questionnaire

Read the following scenarios and think about what you think would be the most likely response in each of these situations. Read each scenario carefully and circle the answer that best represents how you think each person would respond. **Write at least 1-2 sentences for each response with lines.** Remember, your answers are confidential, which means no one outside the research will ever see your answers.

1. During class, Riley (a powerful student) hears Avery (another powerful student) say to Dylan (a less powerful student), “Teacher’s pet, brown-nose, suck-up,” while laughing at him. Dylan tries to ignore the remarks but sulks at his desk. Riley saw this same thing happen the other day.

	Not at all a big deal	Kind of a big deal	Not Sure	A big deal	A very big deal
How big a deal do you think this is to Dylan?	1	2	3	4	5

How would you feel if this happened to you?

What would most likely be Riley’s response in this situation?

	Very unlikely	Unlikely	Not Sure	Likely	Very Likely
Riley would try to get Avery to stop.	1	2	3	4	5
Riley would tell the teacher.	1	2	3	4	5
Riley wouldn’t do anything, and instead be quiet and passive.	1	2	3	4	5
Riley would join in and begin to make fun of Dylan as well.	1	2	3	4	5
Riley would take Avery’s side and join in the bullying.	1	2	3	4	5
Riley would sit and watch because it is fun and entertaining.	1	2	3	4	5
Riley would laugh and cheer Avery on.	1	2	3	4	5

Why would Riley make this decision?

What are potential benefits to Riley for intervening?

What could be the potential personal cost to Riley for intervening?

-
-
2. Pat (a well-liked student at school) consistently receives Facebook messages that are calling him mean names and threatening to make his life difficult at school. Taylor (a less liked student at school) is aware of these nasty messages that are being sent to Pat. What would most likely be Taylor's response in this situation?

	Very unlike- ly	Unlike- ly	Not Sure	Likel- y	Very Likely
Taylor would try to get the students sending the mean messages to stop.	1	2	3	4	5
Taylor would tell the teacher or parents.	1	2	3	4	5
Taylor wouldn't do anything, and instead be quiet and passive.	1	2	3	4	5
Taylor would join in and begin to send messages as well.	1	2	3	4	5
Taylor would sit back and watch because it is fun and entertaining.	1	2	3	4	5
Taylor would laugh and encourage the students sending messages.	1	2	3	4	5

Why would this be Taylor's decision?

What are potential benefits to Taylor for intervening?

What could be the potential personal cost to Taylor for intervening?

	Not at all a big deal	Kind of a big deal	Not Sure	A big deal	A very big deal
How big a deal do you think this is to Pat?	1	2	3	4	5

How would you feel this happened to you?

3. Alina (a popular student) is out at recess and witnesses Quinn (a less popular student) say to Kris (another less popular student), "No, absolutely not. I already told you that you can't play with us" The student is isolated and plays alone for the remaining time with tears in her eyes. This is not the first time Alina has seen Quinn isolate someone from playing.

	Not at all a big deal	Kind of a big deal	Not Sure	A big deal	A very big deal
How big a deal do you think this is to Kris?	1	2	3	4	5

How would you feel this happened to you?

What would most likely be Alina's response in this situation?

	Very unlikely	Unlikely	Not Sure	Likely	Very Likely
Alina would try to get Quinn to stop.	1	2	3	4	5
Alina would tell the teacher.	1	2	3	4	5
Alina wouldn't do anything, and instead be quiet and passive.	1	2	3	4	5
Alina would join in and begin to make fun of the student as well.	1	2	3	4	5
Alina would take Quinn's side and join in the bullying.	1	2	3	4	5
Alina would sit and watch because it is fun and entertaining.	1	2	3	4	5
Alina would laugh and cheer Quinn on.	1	2	3	4	5

Why would this be Alina's decision?

What are potential benefits to Alina for intervening?

What could be the potential personal cost to Alina for intervening?

4. The teacher asks the class to get into groups to work on a project. While getting into groups, Blake (a popular student) sees Kai (another popular student) push Bobby (a less popular student) with enough force that he falls to the ground. The push was clearly intentional and was not provoked. Bobby yells, "Stop pushing me around! You always do this, just go away."

What would most likely be Blake's response in this situation?

	Very unlikely	Unlikely	Not Sure	Likely	Very Likely
Blake would try to get Kai to stop.	1	2	3	4	5
Blake would tell the teacher.	1	2	3	4	5
Blake wouldn't do anything, and instead be quiet and passive.	1	2	3	4	5
Blake would join in and begin to make fun of Bobby as well.	1	2	3	4	5
Blake would take the Kai's side and join in the bullying.	1	2	3	4	5
Blake would sit and watch because it is fun and entertaining.	1	2	3	4	5
Blake would laugh and cheer Kai on.	1	2	3	4	5

Why would this be Blake's decision?

What are potential benefits to Blake for intervening?

What could be the potential personal cost to Blake for intervening?

	Not at all a big deal	Kind of a big deal	Not Sure	A big deal	A very big deal
How big a deal do you think this is to Bobby?	1	2	3	4	5

How would you feel this happened to you?

On the lines, please write at least 1-2 sentences for each response.

Think of a time that you intervened in a bullying situation. What did you do? Why do you think you chose to intervene?

Did you tell someone (i.e. A teacher, parent, etc.)? Why or why not?

Think of a time you witnessed a bullying situation and chose not to intervene. What did you think about and what factors did you consider?

What aspects may have changed your decisions to not intervene?

What goals did you have when making your decisions?

Appendix C – Social Self-Efficacy Scale

For the following questions, think about how you act in different everyday situations with your peers. Read each question carefully and circle the answer that best represents how you would act. Only choose one answer per question. Remember, your answers are confidential and no one outside the research will ever see your answers.

	Not at all	Not Very Well	Not Sure	Well	Very Well
1. How well can you express your opinions when your classmates disagree with you?	1	2	3	4	5
2. How well can you become friends with other youth?	1	2	3	4	5
3. How well can you have a conversation with an unfamiliar person?	1	2	3	4	5
4. How well can you work in harmony with your classmates?	1	2	3	4	5
5. How well can you tell other youth that they are doing something that you don't like?	1	2	3	4	5
6. How well do you succeed in staying friends with other youth?	1	2	3	4	5
7. How well do you succeed in preventing disagreements with other youth?	1	2	3	4	5

Appendix D – Early Adolescent Temperament Questionnaire – Revised

Choose the answer the best describes how true each of the following statements is for you. Be honest and remember that no one outside the research will ever see your answers. Choose only one answer for each question. **How “true” is each statement for you?**

	ALMOST ALWAYS UNTRUE	USUALLY UNTRUE	SOMETIMES TRUE, SOMETIMES UNTRUE	USUALLY TRUE	ALMOST ALWAYS TRUE
1. It is easy for me to really concentrate on homework problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I think it would be exciting to move to a new city.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have a hard time finishing things on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel shy with kids/teens of the opposite sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It's hard for me not to open a present before I'm supposed to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel shy about meeting new people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I do something fun for a while before starting my homework, even when I'm not supposed to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I wouldn't like living in a really big city, even if it was safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Skiing fast down a steep slope sounds scary to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I find it hard to shift gears when I go from one class to another at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I worry about my family when I'm not with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I get very upset if I want to do something and my parent(s) won't let me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. When trying to study, I have difficulty tuning out background noise and concentrating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I finish my homework before the due date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I will do most anything to help someone I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It's easy for me to keep a secret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. It is important to me to have close relationships with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am shy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I get irritated when I have to stop doing something that I am enjoying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I put off working on projects until right before they're due.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I worry about my parent(s) dying or leaving me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I enjoy going places where there are big crowds and lots of excitement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am quite a warm and friendly person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. It really annoys me to wait in long lines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I feel scared when I enter a darkened room at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I tend to get in the middle of one thing, then go off and do something else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. It frustrates me if people interrupt me when I'm talking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I can stick with my plans and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I get upset if I'm not able to do a task really well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix E – HEXACO Personality Scale (Revised)

On the following pages you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement. Then write your response in the space next to the statement using the following scale:

5 = strongly agree

4 = agree

3 = neutral (neither agree nor disagree)

2 = disagree

1 = strongly disagree

Please answer every statement, even if you are not completely sure of your response

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I rarely hold a grudge, even against people who have badly wronged me.	1	2	3	4	5
2. I would feel afraid if I had to travel in bad weather conditions.	1	2	3	4	5
3. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.	1	2	3	4	5
4. People sometimes tell me that I am too critical of others.	1	2	3	4	5
5. I sometimes can't help worrying about little things.	1	2	3	4	5
6. If I knew that I could never get caught, I would be willing to steal a million dollars.	1	2	3	4	5
7. People sometimes tell me that I'm too stubborn.	1	2	3	4	5
8. When I suffer from a painful experience, I need someone to make me feel comfortable.	1	2	3	4	5
9. Having a lot of money is not especially important to me.	1	2	3	4	5
10. People think of me as someone who has a quick temper.	1	2	3	4	5
11. I feel like crying when I see other people crying.	1	2	3	4	5
12. I think that I am entitled to more respect than the average person is.	1	2	3	4	5
13. My attitude toward people who have treated me badly is "forgive and forget".	1	2	3	4	5
14. When it comes to physical danger, I am very fearful.	1	2	3	4	5
15. If I want something from someone, I will laugh at that person's worst jokes.	1	2	3	4	5
16. I tend to be lenient in judging other people.	1	2	3	4	5
17. I worry a lot less than most people do.	1	2	3	4	5
18. I would never accept a bribe, even if it were very large.	1	2	3	4	5
19. I am usually quite flexible in my opinions when people disagree with me.	1	2	3	4	5

20. I can handle difficult situations without needing emotional support from anyone else.	1	2	3	4	5
21. I would get a lot of pleasure from owning expensive luxury goods.	1	2	3	4	5
22. Most people tend to get angry more quickly than I do.	1	2	3	4	5
23. I feel strong emotions when someone close to me is going away for a long time.	1	2	3	4	5
24. I want people to know that I am an important person of high status.	1	2	3	4	5
25. Even when people make a lot of mistakes, I rarely say anything negative.	1	2	3	4	5
26. Even in an emergency I wouldn't feel like panicking.	1	2	3	4	5
27. I wouldn't pretend to like someone just to get that person to do favors for me.	1	2	3	4	5
28. When people tell me that I'm wrong, my first reaction is to argue with them.	1	2	3	4	5
29. I remain unemotional even in situations where most people get very sentimental.	1	2	3	4	5
30. I'd be tempted to use counterfeit money, if I were sure I could get away with it.	1	2	3	4	5

Appendix F – In/Civility Scale

For the next set of questions, think about your attitudes and in everyday social situations. Remember, there are no right and wrong answers, just read each question carefully and circle the answer that best describes your belief about each of the following situations. Only circle one answer per question and remember that no one outside the research will ever see your answers.

	Definitely wrong	Sort of wrong	Neither right nor wrong	Sort of OK	Definitely OK
1. Packing up books before a lesson is over	1	2	3	4	5
2. Making fun of a classmate who answered a question wrong	1	2	3	4	5
3. Sending text messages/notes during class	1	2	3	4	5
4. Posting nasty notes on bulletin boards about a classmate.	1	2	3	4	5
5. Calling a classmate names because they did not agree with your opinion	1	2	3	4	5
6. Reading, going online, or playing a game during a lesson	1	2	3	4	5
7. Eating lunch during class	1	2	3	4	5
8. Spreading rumours about a teacher because you do not like them	1	2	3	4	5
9. Sleeping in class	1	2	3	4	5
10. Spreading rumours about or trying to exclude a classmate you do not like	1	2	3	4	5
11. Bullying your group into accepting your ideas	1	2	3	4	5
12. Generally disrupting the class (acting out, making noise, etc.)	1	2	3	4	5

Appendix G – Emotional Empathy Scale

Think about how other people may feel and how you would react to others' emotions. There are no right or wrong answers to the following questions. Read each question carefully and circle the answer that best represents what you think about how you would feel. Only choose one answer per question. Remember, your answers are confidential which means no one outside the research will ever see your answers.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I don't give other people's feelings much thought.	1	2	3	4	5
2. It makes me happy when I see people being nice to each other.	1	2	3	4	5
3. I get very upset when I see another student being treated meanly.	1	2	3	4	5
4. If someone is upset, I get upset too.	1	2	3	4	5
5. It makes me mad to see someone being treated unfairly.	1	2	3	4	5
6. I feel happy when I see people laughing and enjoying themselves.	1	2	3	4	5
7. I feel good when I help someone out or do something nice for someone.	1	2	3	4	5
8. I don't cry easily.	1	2	3	4	5
9. Seeing other people smile makes me smile.	1	2	3	4	5
10. Being around people who are depressed, brings my mood down.	1	2	3	4	5
11. I find it annoying when people cry in public.	1	2	3	4	5

Appendix H – Friendship Quality Questionnaire

Think about your friendship with your very best friend. These questions are not a test; there are no right or wrong answers. We just want to know what you think about your friendship with your friend. Please answer each statement by thinking of the same friend for ALL questions. Then tell me how true you think each statement is for you and your friend on a scale of 1 to 5, with 1 = not at all true and 5 = really true. Please circle only one answer per question. Remember that your answers are completely confidential and your friend, or anyone else outside of the research will never see your answers.

	Not at all true	A little true	Somewhat true	Mostly true	Really true
1. _____ and I always sit together at lunch. If _____ was in my school/class we would always sit together at lunch.	1	2	3	4	5
2. _____ and I get mad at each other a lot.	1	2	3	4	5
3. _____ tells me I'm good at things.	1	2	3	4	5
4. If other kids were talking behind my back, _____ would always stick up for me.	1	2	3	4	5
5. _____ and I make each other feel important and special.	1	2	3	4	5
6. If _____ was in my class, we would always pick each other as partners.	1	2	3	4	5
7. _____ and I are always telling each other about our problems.	1	2	3	4	5
8. _____ makes me feel good about my ideas.	1	2	3	4	5
9. When I'm mad about something that happened to me, I can always talk to _____ about it.	1	2	3	4	5
10. _____ and I argue a lot.	1	2	3	4	5
11. When I'm having trouble figuring something out, I usually ask _____ for help and advice.	1	2	3	4	5
12. _____ and I always make up easily when we have a fight.	1	2	3	4	5
13. _____ and I always get over our arguments really quickly.	1	2	3	4	5
14. _____ and I always count on each other for ideas on how to get things done.	1	2	3	4	5
15. _____ doesn't listen to me.	1	2	3	4	5
16. _____ and I tell each other private things a lot.	1	2	3	4	5

Appendix I – Brock University Ethics Clearance



Brock University
Research Ethics Office
Tel: 905-688-5550 ext. 3035
Email: reb@brocku.ca

Social Science Research Ethics Board

Certificate of Ethics Clearance for Human Participant Research

DATE: 3/2/2015
PRINCIPAL INVESTIGATOR: MARINI, Zopito - Child and Youth Studies
FILE: 14-171 - MARINI
TYPE: Masters Thesis/Project STUDENT: Natalie Spadafora
SUPERVISOR: Zopito Marini
TITLE: An Examination of Decision-Making in Bullying Intervention

ETHICS CLEARANCE GRANTED

Type of Clearance: NEW

Expiry Date: 3/31/2016

The Brock University Social Science Research Ethics Board has reviewed the above named research proposal and considers the procedures, as described by the applicant, to conform to the University's ethical standards and the Tri-Council Policy Statement. Clearance granted from 3/2/2015 to 3/31/2016.

The Tri-Council Policy Statement requires that ongoing research be monitored by, at a minimum, an annual report. Should your project extend beyond the expiry date, you are required to submit a Renewal form before 3/31/2016. Continued clearance is contingent on timely submission of reports.

To comply with the Tri-Council Policy Statement, you must also submit a final report upon completion of your project. All report forms can be found on the Research Ethics web page at <http://www.brocku.ca/research/policies-and-forms/research-forms>.

In addition, throughout your research, you must report promptly to the REB:

- a) Changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) All adverse and/or unanticipated experiences or events that may have real or potential unfavourable implications for participants;
- c) New information that may adversely affect the safety of the participants or the conduct of the study;
- d) Any changes in your source of funding or new funding to a previously unfunded project.

We wish you success with your research.

Approved:

A handwritten signature in black ink, appearing to read "J. Frijters", written over a horizontal line.

Jan Frijters, Chair
Social Science Research Ethics Board

Note: Brock University is accountable for the research carried out in its own jurisdiction or under its auspices and may refuse certain research even though the REB has found it ethically acceptable.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of research at that site.

Appendix J – Sample E-mail Sent to Organizations

Hello,

My name is Natalie Spadafora and I am a Masters student in the Child and Youth Department at Brock University. My current Masters research is focusing on decision making when it comes to intervening in a bullying situation. My research is focusing on adolescents aged 14-17, and therefore in order to access this age group I am contacting leaders of extracurricular clubs/sports teams such as yourself. All this would require is having me visit your club or team on a night you normally meet, and having me explain the study and asking if there was anyone interested in participating in my study – this would not take longer than about five minutes. The questionnaires are fairly straight forward, asking the youth about their bullying experiences, as well as questions about their personality and temperament characteristics. I would explain to potential participants about the study, ensuring them that their participation is voluntary and has no association with their team/club.

Interested individuals would be given a letter of invitation and would be able to take a package of questionnaires and necessary consent forms to bring home. They would bring the forms to their parents and fill out the forms if they desire and return them the following week, at which time I would return to collect them. Potential participants will also be offered a ballot that they can fill out to have their name entered into a draw for one of five \$20 gift cards for the Pen Centre. Since the participants are under the age of 18, they will require individual parental consent in order to participate in the study as well, and I will be sending consent forms with specific details about the study with each package for the parents to read over and sign. Each time I visit I should not take up more than five minutes of time of your team/club and will arrange to come at either the beginning or end of a meeting/practice in order to not interrupt.

Any assistance will be greatly appreciated, thank you for your consideration in this matter and if you have any further questions, please do not hesitate to contact me.

Natalie Spadafora
MA Candidate
Child and Youth Studies
Brock University

Appendix K – Sample Script to Recruit Participants

Hello,

My name is Natalie Spadafora and I am a Masters student in the Child and Youth Studies program at Brock University. I am completing my Masters research with Dr. Zopito Marini and we are conducting a study that looks at adolescent behaviours when it comes to bullying situations.

We are asking for your help in completing our package of questionnaires. You do not need to participate if you don't want to, however nobody except the researchers will ever see your answers. If you are interested in participating, I will hand you a letter of invitation as well as two envelopes. The first envelope will be for your parents, as they will have to sign forms in order to give you permission to participate in the study, however they will never see your answers. The second envelope will have forms that you need to sign, as well as a package of questionnaires that should take you about thirty-five minutes to complete.

I will be back next week to collect any completed packages. Anyone who chooses to participate (even if you change your mind and don't complete the questionnaires) will have their name entered into a draw to win one of five \$20 gift cards to Chapters. If you have any questions you can feel free to ask me before I leave today.

Your help will go a long way in assisting with learning more about relationships in adolescents and finding out new research.

Thank you for your time.

Appendix L – Adolescent Assent Form

Principal Investigator (PI): Zopito Marini, Professor
Department of Child and Youth Studies
Brock University
905-688-5550, ext. 3178, zmarini@brocku.ca

Student Principal Investigator (SPI): Natalie Spadafora, B.A, Bed
Masters of Arts Candidate
Department of Child and Youth Studies
Brock University
ns08ta@brocku.ca

Project Title: Examining Bullying Interventions through a Cost/Benefit Analysis

INVITATION

You have been invited to participate in a study that involves reporting on experiences as a bystander in bullying situations. The general purpose of this project is to examine how you might respond to witnessing different types of bullying situations. Your responses will go a long way in allowing us to gain a better understanding of bullying and the different people involved in this group process.

WHAT'S INVOLVED

As a participant, you will be asked to complete a package of questionnaires in paper format. The questionnaires will ask you questions about yourself, your experiences in bullying situations, temperament and personality qualities, friendships, as well as your thoughts about how students your age would act in various bullying situations. Participation should take approximately thirty-five minutes of your time.

POTENTIAL BENEFITS AND RISKS

Potential benefits include a further understanding about the issue of bullying and how adolescents act while witnessing potential bullying situations that may occur in their everyday life. The present study has relatively low risk; however it is possible that thinking about these types of bullying situations may be tough for some adolescents. If at any time you feel uncomfortable or stressed, you can contact the people doing the research (at the top of this page), the Brock University Ethics Board, or simply just stop participating in the study at any time. If you have any further concerns, make sure you talk to someone you trust about the situation, or you may also contact the Kids Help Phone at 1-800-668-6868. There will also be a ballot you can fill out and return to have your name entered into a draw to win one of five \$20 gift cards to Chapters. You can return this ballot even if you choose to not complete and return the surveys.

CONFIDENTIALITY

All information you provide is considered confidential; your name will not be included in the research, and your consent forms and ballots will be separated from your questionnaires. Any findings will only be presented as a group result. Your parents will need to give you permission to participate in the study; however we have asked them to not read your answers. You do not need to discuss your answers with your peers if you do not feel comfortable and only the people doing the research will ever be able to see your answers. Your questionnaires will not have your names on them and they will be kept locked up so that no one else can see them. Outside people will only get to see the final results of the whole group, so you do not need to worry about any consequences of any answers you may provide.

VOLUNTARY PARTICIPATION

Participation in this study is entirely voluntary. Also, you have the choice to choose not to answer any specific questions. Furthermore, you may decide to stop participating in this study at any time and may do so without any penalty and can still return your ballot to get your name entered in the draw. You can choose to not return the questionnaires, if you no longer wish to participate. Also, if you return the forms and then decide that you do not want your answers to be used you can contact the researchers (at the top of the page) and have your information taken out.

However, before you can participate in the study you **MUST** get parental consent. If you are reading this form, then you should have already gotten your parents to sign the form saying it was okay for you to answer the surveys. If you haven't, please make sure you give your parents that form right now. Without parental consent, we cannot use the answers you give on the questionnaires. Your parents will not be able to see your answers; however we need their permission in order for us to be able to see your answers. At the same time, even if your parents give consent but you do not wish to participate, this does not force you to answer the questions. It is your decision if you want to participate or not.

PUBLICATION OF RESULTS

Beyond the thesis, it is quite likely that attempts will be made to present and publish the results. Participants can obtain a one page summary feedback of the group findings by emailing Ms. Spadafora in the spring of 2015.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact Zopito Marini or Natalie Spadafora using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University [14-171-MARINI]. If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Thank you for your assistance in this project. **Please keep a copy of this form for your records.**

ASSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Assent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time

Name: _____

Signature: _____ Date: _____

Please return this form

Appendix M – Parental Consent Form

Principal Investigator (PI): Professor Zopito Marini, Department of Child and Youth Studies

Brock University, 905-688-5550, ext. 3178, zmarini@brocku.ca

Student Principal Investigator (SPI): Natalie Spadafora, B.A, B.Ed

Masters of Arts Candidate, Department of Child and Youth Studies, Brock University, ns08ta@brocku.ca

Project Title: An Examination of Decision-Making in Bullying Intervention

INVITATION

Your son/daughter has been invited to participate in a study that involves reporting on his/her experiences as a bystander in bullying situations. The general purpose of this project is to understand how people might respond to different scenarios describing typical bullying situations. His/her responses will go a long way in allowing us to gain a better understanding the complexity of bullying and the different roles people have when involved in this group process. Your child will be asked to answer questions about his/her demographics, as well as other variables such as temperament, personality and friendships. The main focus of interest is to ask your son/daughter to read hypothetical bullying scenarios and answer questions about how they think the bystanders depicted in these situations might respond. The specific goal of the study is to look at what factors contribute to adolescent's decision making when choosing to intervene in a bullying situation.

WHAT'S INVOLVED

As a participant, your son/daughter will be asked to complete a package of questionnaires in paper format. The questionnaires will ask them to self-report on demographic information (i.e. age), their experiences and expectations in bullying situations, their temperament and personality, friendships and thoughts about how students would act in various bullying situations. Participation should take approximately thirty-five minutes of your child's time. Your child's responses will be separated from his/her identity and results will only be reported as group means.

POTENTIAL BENEFITS AND RISKS

Potential benefits include a further understanding about the issue of bullying and how adolescents respond while witnessing various group dynamics that may occur in their everyday life. Much research has been done on both the role of the bully and the victim, however the current research looks to further tap into the role of the bystander in order to more fully examine bullying as a group process. Participating in the present study will allow the individuals to think about their personal peer relationships and the dynamics that occur within them. Also, reading hypothetical bullying scenarios may cause them to

think about what they would do in those situations and why they think they would act in that way.

The present study has relatively low risk; however it is possible that thinking about these types of bullying situations may be sensitive for some adolescents. Participants will be advised that if at any time they feel uncomfortable or stressed, that they are able to withdraw from the study. As well, they will be given information to contact both the principal investigator and the principal student investigator should they feel they require more information or support. Additionally, participants will also be informed that if any feelings of uncertainty arise due to their participation in the study and thinking about bullying, that they should talk to someone that they trust, such as their parents about these feelings. Your son/daughter will have their name entered into the draw for the gift cards regardless of whether their responses are used or not.

CONFIDENTIALITY

All information your child provides will be completely confidential; his/her name will not be included or in any other way, associated with the data collected in the study. Any findings will only be presented as a group result. As a parent, you are required to give permission for the participation of your son/daughter in the study, however this will not gain you access to their answers. We ask that you do not attempt to read your child's answers, and we have let them know that we have made this request in order to encourage them to be as honest as possible. As the parent, you control whether we, as the researchers, are able to view their answers or not by either providing or withdrawing your consent. We will be emphasizing to the participants that their answers are completely confidential as we feel as if this will encourage them to be as honest as possible in order to give us the best understanding possible of their peer relationships. For this reason, we ask that you do not discuss the study with your son/daughter until after the surveys have been collected in order to avoid influencing their answers in any way. After the study is completed, you may discuss any topics you feel necessary, in fact, as mentioned, we will be encouraging participants to discuss any issues or feelings they may have had with someone that they trust.

During this time, data collection will be done by the principal student investigator and only herself, and Dr. Marini will have access to this information. All information will be stored on a secured computer and the questionnaires themselves will be stored under lock and key, in Dr. Marini's lab. Data will be kept for a duration of three years, after which all surveys and related information will be shredded. Access to this data will be restricted to Natalie Spadafora, Dr. Marini and his collaborators. Parents, friends and participants will not have access to any individual data, although they may have access to the overall group results of the study. Consent and assent forms will be separated from questionnaires once data is collected in order to ensure confidentiality.

VOLUNTARY PARTICIPATION

Participation in this study is entirely voluntary. In addition, your child may decline to answer any specific questions, and can stop participating in the study at any time. Furthermore, just because you consent to your child participating in the study, does not

mean that they must participate, it will still be their choice if they want to fill out the surveys and have their answers used for the study. Again, you control whether or not we are able to view the answers of your child by giving your consent, but we ask that you do not access or view the individual results of your child.

PUBLICATION OF RESULTS

Beyond the thesis, it is quite likely that attempts will be made to present and publish the results. Participants can obtain a one page summary feedback of the group findings by emailing Ms. Spadafora in the spring of 2015.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact Zopito Marini or Natalie Spadafora using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University [14-171-MARINI]. If you have any comments or concerns about the study ethics, or your adolescent's rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

For advice on how to talk to your teen or other individuals about bullying we recommend www.bullying.org, and the Niagara Youth Connection (905-641-2118 ext. 5592). You may also feel free to contact my supervisor, Dr. Zopito Marini, at zmarini@brocku.ca or (905) 688-5550 ext. 3178, with any related questions or concerns.

Thank you for your assistance in this project!

Please keep a copy of this form for your records and only return the last page in your son/daughter's survey package.

CONSENT FORM

I agree to allow my teen to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and this understand that I may ask questions in the future. I understand that I may withdraw consent at any time and request that my son/daughter's data be removed from the study.

Name: _____

Signature: _____ Date: _____

Please return this form.

Appendix N – Letter of Invitation

Letter of Invitation

December 10th, 2014

Title of Study: Examining Bullying Interventions through a Cost/Benefit Analysis

Principal Investigator: Zopito Marini, Professor, Department of Child and Youth Studies

Student Principal Investigator: Natalie Spadafora, Department of Child and Youth Studies

We would like to invite you to participate in a research project entitled “Examining Bullying through a Cost/Benefit Analysis”

The purpose of this research project is to look at how people make decisions when they witness bullying situations. Your responses will go a long way in allowing us to gain a better understanding bullying situations and the different people involved in this group process.

If you choose to participate, you will be given two envelopes. One with information and a form for your parents to sign; and one with a form for you to sign, as well as questionnaires for you to fill out. You will need to sign the form and complete all the questionnaires as fully and accurately as possible.

It is expected that it will take you about thirty-five minutes to complete the questions. Both signed forms can be returned with the completed questionnaires. Your answers will not be seen by anyone outside of the researchers.

Potential benefits include a further understanding about the issue of bullying and how adolescents act when they see various bullying situations. Much research has been done on both the role of the bully and the victim, however the current research looks find out more about the role of the bystander in order to more fully examine bullying as a group process. Within your envelope, there will also be a ballot you can fill out and return with your questionnaire package. All returned ballots will be entered into a draw to win one of five \$20 gift cards to Chapters. You can return the ballot even if you change your mind and decide to not fill out the questionnaires.

If you have any questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca). If you wish to get a summary of the results, please email ns08ta@brocku.ca.

If you have any additional questions, please feel free to contact us at the information below.

Thank you,

Z. Marini, PhD, Professor and N. Spadafora, MA Candidate
(zmarini@brocku.ca) (ns08ta@brocku.ca)

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board [**14-171-MARINI**].